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ABSTRACT

A set of minimum physical education skill objectives, basic motor performances all elementary and secondary school children should be capable of demonstrating are presented in the form of specific drill instructions. Divided into grade levels for purposes of assessment, the exercises are intended to be ungraded activities. The rationale for this attitude is that physical education students are participants in a constant continuum of growth, rather than bound into a rigid skill-level classification. The objectives are described at two levels of performance, the terminal level (representing the skill to be acquired) and the enabling level (describing the behavior that effectively guides the learner along the skill continuum). The skills are also adaptable to physical education programs serving handicapped children. (LH)

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PHYSICAL EDUCATION [SKILL] PERFORMANCE OBJECTIVES

ELEMENTARY AND SECONDARY

Illinois, Michigan, Minnesota, Wisconsin
Interstate Project on Psychomotor Skills

SP 014 596

U.S. DEPARTMENT OF HEALTH,
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Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

Illinois, Michigan, Minnesota, Wisconsin

Interstate Project on Psychomotor Skills

PHYSICAL EDUCATION (SKILL) PERFORMANCE OBJECTIVES

Elementary and Secondary

Robb L. Shanks, Project Director

June 1974

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TABLE OF CONTENTS

Section I

Page

Foreword iv

Section II

Introduction to the Physical Education Skill Objectives

1. The Scope of the Objectives 1
2. The Skill Objectives are Basic. 3
3. They are Considered Ungraded. 3
4. They are Divided into Grade Levels for Assessment Purposes. 3
5. The Format of the Skill Objectives. 6
6. The Skill Objectives. 6
7. The Concept of Basic and a Quality Program. 7
8. Role of Objectives for Programs in Physical Education for the Handicapped 8

Section III

Physical Education Skill Objectives Outline 9
Physical Education Skill Objectives 13

SECTION I

FOREWORD

A federally funded interstate project consisting of state personnel from Wisconsin, Minnesota, Illinois, and Michigan met in December of 1972 to develop a Psychomotor Skills Project for the Upper Midwest Regional Interstate Project.

Based on the work that Michigan had already completed, an agreement was reached for the interstate project to be done in Michigan. The writing team consists of Janet A. Wessel, Chairman, Paul Vogel and Jeralyn Plack.

SECTION II

INTRODUCTION

This document contains a set of minimum physical education skill objectives. To understand these objectives, it is important for the reader to examine the following statements about them:

1. THE SCOPE OF THE OBJECTIVES

Physical education directs itself to skill, knowledge and value development of each student. The unique contribution of Physical Education is that it uses human movement as the medium to accomplish this purpose. The physical education objectives included herein are confined to basic skill objectives. The magnitude of the development and writing tasks precluded the generation of a complete set of skill objectives for all activity areas as well as knowledge and value objectives.

Skill objectives are traditional in physical education. Many people feel that the cognitive and affective components of physical education may in fact be the ingredient essential to effective use of skilled abilities. Knowledge of the effects of activity in various kinds and amounts, the effects of inactivity associated with our automated society, how to maintain and develop physical capacities are some examples of relevant information all students should have. Without such knowledge intelligent decisions related to the appropriate use of physical activity to improve the quality of life seems quite remote. In a like manner the mini-life situations common on the playing field, pools or gymnasiums which engage students in co-operative (team) efforts and competitive experiences with common sets of rules provide magnificent opportunities for students to learn affective skills. Both of these domains must be developed and specified in a manner similar to the skill objectives. A brief outline of content appropriate to these domains is included in Fig. 1.

Figure 1: Physical Education Structure and Scope for Cognitive and Affective Skill Objectives

COGNITIVE SKILL OBJECTIVES

Participation Area			Healthful Living Area		
Body Capacities	Improving Performance	Community Socio-Leisure Resources	Relaxation	Weight Control	Physical Maintenance
Body Responses	Training	Leisure Resources	Relaxation	Body Composition	Work-Leisure Patterns
Work Capacity	Practice	Social Organizations	Tension Release	Activity	Exercise Needs
Energy Needs	Mechanics			Diet	Safety

AFFECTIVE SKILL OBJECTIVES

Social Skill Area	Personal Skill Area
Sportsmanship	Self Concept
Cooperation/Competition	Self Reliance
Consideration	Self Control
Loyalty	Attitudes Toward Learning
Rules and Authority	

2. THE SKILL OBJECTIVES ARE BASIC

The physical education skill objectives are performance objectives written in student behavioral terms which teachers should view as objectives to be achieved by nearly all children.

Most children learn much more than this basic set of objectives. It is the responsibility of the local school districts to select from this document appropriate objectives and to develop additional objectives in order to mount a comprehensive physical education program that will satisfy the needs of all learners.

3. THEY ARE CONSIDERED UNGRADED

A sequence of skill objectives should be regarded as a continuum of growth. It is further assumed that at any given time learners will be at various points of this continuum. A given objective should be taught when appropriate in view of the child's progress.

Some objectives that are traditionally thought of as belonging to a certain grade level can and in many instances should, be introduced earlier. Hopefully, teachers will give serious consideration to this question. Tennis, for example, is usually not treated until the children are in middle school or later grades. However, in the instance where children have already attained the fundamental skills which provide the base for enabling success in more complex skills, it then becomes appropriate to include these more complex activities in the instructional program.

4. THEY ARE DIVIDED INTO GRADE LEVELS FOR ASSESSMENT PURPOSES

The objectives are divided into three levels. The first level consists of objectives from which grade four assessment activities could be chosen. The second level consists of objectives from which the grade seven assessment activities could be chosen. The third level consists of those objectives from which grade ten assessment activities could be chosen. The three levels are indicated for assessment purposes only. These check points offer guidance with respect to the general age at which skills should be acquired. They should be broadly interpreted and not misconstrued as rigid requirements. Thus, if a child in grade two demonstrates the skills identified as grade three, he should be working on objectives for grades four thru six. The reverse is also true - a senior high school student who has not achieved a skill commonly achieved at earlier levels should master that skill rather than focus on a higher level skill. The probability of achieving the higher order skill which builds on abilities specified in earlier objectives is nill, ineffective teaching, and probably quite frustrating to the students involved.

In assuming grade level performance objective expectations, one recognizes the fact that a certain amount of scheduled physical education instructional time will be required in the elementary and secondary school programs. Furthermore, it is recognized that nearly all of the physical education skill objective expectations could be achieved at earlier ages if they were a focus of the school program. In this document the grade level expectations reflect a continuum--a progression from what may be considered "developmental skills" to "leisure skills" useful at maturity and during adulthood. Grade level expectations are portrayed by general physical activity categories in Figure 2 and specifically labeled by performance objective within the body of the document. The grade level expectancies reflect judgements by the writers, with due consideration to the literature, and experience, regarding what students can do with reasonable exposure; and probably more important, what is economically feasible in terms of effective learning. For example there is evidence that proficiency in the fundamental motor skills can be achieved much faster in the elementary experience than in the secondary experience after students have learned (aquired) and practiced (through use) an immature skill which becomes: 1) very difficult to relearn and, 2) provides for limited performance throughout the intervening years, and 3) impairs ones ability to reach a level of skilled performance commensurate with their potential.

It should be noted that no effort has been made to provide objectives for senior high school. This decision reflects the concept of basic performance for all children by specifying those competencies necessary prior to exit from formal education. Since this can legally occur at age

11

1-3	4-6	7-9
Areas	Areas	Areas
Physical Awareness		
Posture	Posture	
Fundamental Skills	Fundamental Skills	
Gymnastics	Gymnastics	Gymnastics
Health-Fitness	Health-Fitness	Health-Fitness
	Aquatics	Aquatics
	Dance	Dance
	Group Sports	Group Sports
	Track & Field	Track & Field
		Dual Sports
		Individual Sports

Figure 2 - Grade Level Expectations by General Physical Activity Categories

sixteen it was decided that minimal competencies should be achieved by grade ten. This should not be interpreted as removing the importance from senior high physical education. The senior high program can and should greatly magnify the ability to wisely use leisure time, remediation of deficiencies, and the decision potential of students regarding the positive and negative effects of various kinds and amounts of activity. The decision merely reflects basic objectives for "all" students.

5. THE FORMAT OF THE SKILL OBJECTIVES

The performance objectives have been broadly classified into major areas: Each area is sub-divided into units, skills and components of the skill. For example:

Area	Fundamental Skills
Unit	Locomotor
Skill	Run
Component	Mature pattern of running

The performance objectives are stated at two levels of specificity. The terminal performance objective (designated by a whole number such as 1) represents the skill to be acquired. The enabling objectives (designated by a whole number and a decimal such as 1.1) describe the sequence of behavior which guides the learner from little or no skill toward the desired terminal performance ability.

Special Note: The terminal objectives exist independently and no inter-skill sequence is implied.

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6. THE SKILL OBJECTIVES

There was general agreement that these objectives, terminal and enabling, would provide an opportunity to help K-9 teachers recognize sequences as well as high priority tasks. If only terminal objectives were used there would be a tendency for elementary teachers to feel unaffected when actually terminal objectives can be achieved only if suitable background work is done. Furthermore, the terminal objectives with enabling objectives provide the teacher with assistance in diagnosis of learner's status plus provide insight for prescriptive teaching activities.

HOW GOOD ARE THESE SKILL OBJECTIVES? That question can only be answered through use and field testing. They are perceived by the writers as first draft and should be revised annually via structured evaluative procedures.

7. THE CONCEPT OF "BASIC" AND A QUALITY PROGRAM

It must be emphasized that these objectives do not represent a quality program. Rather, they are "BASICS" which represent a core of skill competencies judged to be essential for all children.

The objectives included in the areas of Physical Awareness, Posture, Fundamental Skills, and Health & Fitness could be considered requirements for a balanced "BASIC" physical education program. One or more selected terminal performance objectives from the areas of Gymnastics, Aquatics, and Track & Field should also be included in such a program. For example in swimming one could select as a requirement to a basic program the performance objectives which deal with: 1) adjustment to the water, 2) one or more of the listed power strokes, 3) one or more of the resting strokes, and 4) self rescue skills. Similar decisions would be made for Gymnastics and its various apparatus possibilities and Track and Field with its various events. Decision criteria can and should be clearly identified. In a like manner the basic program could be defined to include competence in one sport or more or the remaining areas of Group Sports, Dual Sports, and Individual Sports. Several sports have been developed so that the individual school districts can select those activities or their equivilants which are most appropriate for their community. There are numerous other sports which can and should be developed in these or substitute categories which will improve the capabilities of this document to be a quality resource in the skill area of physical education. Although Dance should normally be handled as one of the above two groups its posture with respect to various religious groups may force it to be viewed as optional.

Basic skills can be perceived as enabling skills. Given that the children meet the objectives suggested here, they should have the base to function as a skill performed, and to continually add to or improve existing skills.

8. CAN THESE OBJECTIVES SERVE PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED?

Yes. Terminal performance objectives are preceded by developmental or sequential objectives. Learning is an individual personalized process. Many handicapped students can acquire levels of competencies if the program is sequentially programmed. Within the existing minimal performance objectives certain objectives can be acquired in relation to the needs and capabilities of the student. The level of competency in the sequences proposed are adaptable for different children with different types of handicapping conditions.

15

Section III

Physical Education Skill Objectives Outline

Page

I. Aquatics 13

Orientation
    1. Adjustment to water. 15
    2. Ability to stay afloat 15
Functional Strokes
    3. Finning stroke 16
    4. Crawl stroke 16
    5. Back crawl 17
    6. Elementary back 18
Rescue Skills
    7. Self-rescue skills 19

II. Dance. 21

Folk
    1. Schottische step 23
    2. Two step 23
    3. Bleking step 24
    4. Polka step 25
    5. Integrate Schottische & two step 26
    6. Integrate two step & polka 27
    7. Integrate bleking & polka. 27
Square
    8. Partner positions. 28
    9. Square dance steps 28
    10. Square dance figures 29
    11. Fundamental square dance techniques. 30
    12. Selected square dances 31
Social
    13. Two step 33
    14. Polka. 33

III. Dual Sports 35

Badminton
    1. Forehand stroke 37
    2. Backhand stroke 38
    3. Serve 39
    4. Overhand stroke 39
    5. Integration of skills into a game. 40
Tennis
    1. Forehand stroke 42
    2. Backhand stroke 43
    3. Serve 44
    4. Integration of skills into a game 45

Page

IV. Fundamental Skills 47

Locomotor

1. Run 49
2. Leap 49
3. Horizontal jump 49
4. Vertical jump 50
5. Hop 50
6. Gallop 51
7. Slide 51
8. Skip 51

Object Control

9. Underhand roll 53
10. Underhand throw. 54
11. Overhand throw 54
12. Kick 54
13. Strike 55
14. Catch. 55

Basic Rhythms

15. Beat 57
16. Communication. 57

V. Group Sports 59

Basketball

1. Underhand pass 61
2. Chest pass 61
3. One-hand overhand pass 62
4. Catching skills 62
5. One-hand jump shot 63
6. Defensive tactics 63
7. One-hand push shot 64
8. Dribble 64
9. Layup shot 65
10. Integration of skills into a game 65

Football

1. Pass 67
2. Punt 67
3. Lateral 68
4. Center pass. 68
5. Block 69
6. Tackle 69
7. Kickoff 69
8. Reception skills 70
9. Integration of skills into a game 70

Soccer

1. Pass 71
2. Stopping the ball 71
3. Dribble 73
4. Instep kick 73
5. Tackle 74
6. Integration of skills into a game. 75

Page

Softbal1
1. Batting 76
2. Fielding ground balls 76
3. Fielding fly balls 77
4. Baserunning 78
5. Integration of skills into a game 78
Volleyball
1. Overhead pass 81
2. Underhand serve 82
3. Forearm pass. 82
4. Spike 83
5. Block 84
6. Integration of skills into a game 84

VI. Gymnastics 87

Without Apparatus
1. Rolling and turning 89
2. Upright balances. 93
3. Inverted balances 94
4. Turns and springs 96
With Apparatus
5. Low balance beam 100
6. Trampoline 106
7. Uneven parallel bars (girls) 110
8. Low vaulting box 117
9. Vaulting 119
10. Vertical rope 121
11. Even parallel bars (boys) 122
12. Horizontal bars 123
13. Horizontal ladder 125

VII. Health-Physical Fitness 127

Muscular Endurance
1. Legs. 129
2. Abdominal 131
3. Upper back. 133
4. Upper arm 134
Flexibility
5. Lower back and thigh 137
6. Shoulder. 139
Cardio-Respiratory Endurance
7. Cardio-respiratory. 141

VIII. Individual Sports. 143

Archery
1. Shooting 145
2. Aiming. 146
3. Integration of skill into the activity 147
Bowling
1. Delivery 148
2. Integration of skill into the game. 149

Page

Ice Skating

1. Forward stroking 151
2. Stopping 152
3. Crossovers 153
4. Turns. 153
5. Backward stroking 154

Skiing

1. Walking and climbing 156
2. Climbing 156
3. Skiing downhill. 158

IX. Physical Awareness 159

Orientation to Self

1. Large body parts 161
2. Small body parts 161
3. Body surfaces. 161
4. Surfaces of body parts 162
5. Body postures. 162

Orientation to Environment

6. Effective use of space 163
7. Positions of space 163
8. Directions of space 163
9. Distances of space 164
10. Size of objects. 164
11. Shapes of objects 164

Orientation to Body Action

12. Body actions 166

X. Posture 167

Static and Dynamic Alignment

1. Standing 169
2. Walking. 170
3. Sitting 171

Alignment in Work Tasks

4. Holding, carrying objects. 172
5. Lifting 172
6. Pushing, pulling 174

XI. Track and Field 175

Track Events

1. Sprints. 177
2. Distances 179
3. Hurdles 181
4. Relays 183

Field Events

5. High jump 184
6. Long jump 185
7. Shot put 186

Aquatics

PHYSICAL EDUCATION

AQUATICS

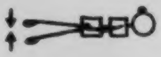
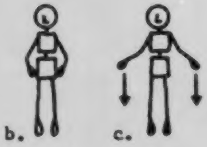
Orientation

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Adjustment to Water	1. To demonstrate and adjustment to the water.	
Walk in Water	SIXTH GRADE 1.1 Given a verbal request, the student can walk unassisted across the pool and back (25-30') in waist deep water.	
Submerse Head	SIXTH GRADE 1.2 Given a verbal request, the student can submerge the head unassisted for a minimum of 5 seconds.	
Rhythmic Bobbing	SIXTH GRADE 1.3 Given a demonstration and verbal explanation, the student can rhythmically bob in deep water a minimum of 10 times in a manner characterized by: a. inhaling at surface b. submerge completely under water c. exhaling prior to surfacing d. a continuous and even up and down motion	
Ability to Stay Afloat	2. To demonstrate a functional level of floating ability. SIXTH GRADE 2.1 Upon request, the student can perform at least 1 of the following floats for a minimum of 10 seconds in a manner characterized by: Jelly Fish Float a. face submerged b. establish bouyancy c. arms and legs slightly bent, dangling vertically Tuck Float a. face submerged b. establish bouyancy c. arms and legs in tuck position SIXTH GRADE 2.2 Upon request the student can push off from the side or bottom and glide 12 feet in a manner characterized by: a. prone position b. arms and legs extended c. head at least 1/2 submerged	
Back Float	SIXTH GRADE 2.3 Upon request the student can push off from the side or bottom and glide for a minimum of 12 feet in a manner characterized by:	

PHYSICAL EDUCATION

AQUATICS

Strokes

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. a horizontal position on the back b. head 1/2 submerged c. arms and legs fully extended	
Finning Stroke	3. To demonstrate a functional finning stroke.	
Flutter Kick	SIXTH GRADE 3.1 Upon request the student can flutter kick 20' on the back in a manner characterized by: a. an alternating vertical displacement of the legs of 10" - 14" b. ankles extended, toes pointed slightly inward c. major force application from the hips d. knees straight as down kick is initiated and slightly bent at termination of down kick and during initiation of the up kick e. toes only break surface f. arms at sides	
Arm Action	SIXTH GRADE 3.2 Upon request the student can stroke 20 feet in a manner characterized by: a. a starting position with the arms at sides, elbows reasonably straight b. a recovery along the side of body to rib cage followed by a lateral extension of hands and lower arm perpendicular to the trunk c. the stroke beginning with the fingers pointing outward, palms back toward the feet and terminating with a forceful push to palms back toward the feet.	
Combined Stroke	SIXTH GRADE 3.3 Upon request the student can fin a distance of 25 feet maintaining an even flutter kick and arm action.	
Crawl Stroke	4. To demonstrate a functional crawl stroke.	
Flutter Kick	BY THE END OF THE SIXTH GRADE 4.1 Upon request the student can flutter kick 20 feet in a manner characterized by: a. alternating vertical displacement of legs 10-14 inches b. ankles extended, toes pointed slightly inward c. major force application for hips d. knees slightly bent as down kick is initiated-straight at termination of down kick and during up kick	

PHYSICAL EDUCATION

AQUATICS

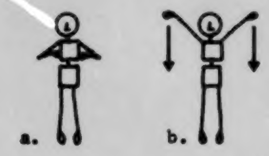
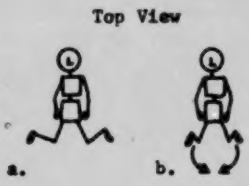
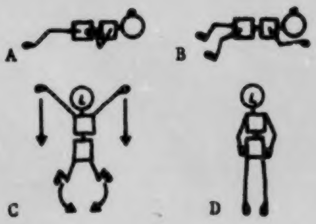
Strokes

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	e. heels only touch surface	
Arm Stroke	SIXTH GRADE 4.2 Upon request the student can stroke 20 foot in a manner characterized by: a. arms in near exact opposition b. a recovery with the elbow high and thigh and hand near the surface, terminating in an entry and full arm extension in front of the shoulder c. a pull-push S shaped bent arm stroke terminating near the thigh	
Rhythmic Breathing	SIXTH GRADE 4.3 Upon request the student can swim the crawl stroke and rhythmically breathe five consecutive times in a manner characterized by: a. rotating the head to the side to inhale as the breathing side arm is terminating its pull b. maintaining approximately 1/2 of the head submerged c. returning the head to the swimming position as the recovery is at its midpoint	
Combined Stroke	SIXTH GRADE 4.4 Upon request the student can swim the crawl stroke 25 yards in a manner characterized by: a. a continuous and near opposite arm action b. a flutter kick which has no apparent pauses c. a breathing pattern coordinated with the arms in such a way that continuous arm action is not impaired d. straight horizontal alignment between head, hips and feet	
Back Crawl	5. To demonstrate a functional back crawl.	
Kick	NINTH GRADE 5.1 The student can perform the flutter kick for 20 feet in a manner characterized by: a. an alternating vertical displacement of the legs 10" - 14" b. ankles extended, toes pointed slightly inward c. major force application from the hips d. knees straight as down kick is initiated and slightly bent at termination of down kick and during initiation of up kick e. toes only break the surface	

PHYSICAL EDUCATION

AQUATICS

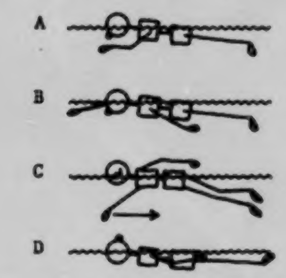
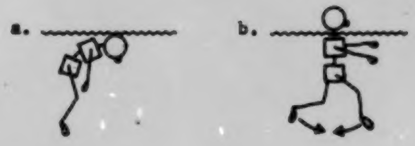
Strokes

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Arm Stroke	NINTH GRADE 5.2 Upon request the student can stroke for 20 feet in a manner characterized by: a. arms in near exact opposition b. a recovery straight above shoulder terminating in an entry directly forward of the shoulder c. bent arm pull 2-12 inches under the water terminating with a forceful push toward the heels	
Combined Stroke	NINTH GRADE 5.3 Upon request the student can swim the back crawl 25 yards in a manner characterized by: a. a continuous and opposite arm action b. a flutter kick with no apparent pauses c. a straight horizontal alignment of head, hips, and feet	
Elementary Back	6. To demonstrate a functional elementary backstroke.	
Arm Stroke	SIXTH GRADE 6.1 Upon request the student can stroke in a manner characterized by: a. elbows bent as fingers move up the side b. as fingers reach arm pit elbows are drawn toward ribs and the arms are extended diagonally outward and forward c. arms pull and then push water back toward heels	
Whip Kick	SIXTH GRADE 6.2 Upon request the student can whip kick 20 feet in a manner characterized by: a. heels drawn up near buttocks and at hip width on recovery b. a forceful straightening and squeezing of the knees and lower leg with the feet rotated outward	
Combined Stroke	SIXTH GRADE 6.3 Upon request student can swim elementary backstroke 25 yards in a manner characterized by: a. a simultaneous pull and kick b. a long glide with legs together and arms at the sides	

PHYSICAL EDUCATION

AQUATICS

Rescue Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Self-rescue Skills	7. To demonstrate functional self-rescue manuvers.	
Turn Over	SIXTH GRADE 7.1 Student can turn over from front to back and back to front.	
	SIXTH GRADE 7.2 Upon request student can reverse direction while swimming.	
	SIXTH GRADE 7.3 Upon request student can level off to a horizontal position from a vertical position.	
Survival Float	SIXTH GRADE 7.4 Upon request student can perform a survival float for 5 minutes in a manner characterized by: a. a vertical floating position with the arms and legs dangling b. a coordinated scissors kick, arm depression, and head lift to obtain air	
Vertical Float	SIXTH GRADE 7.5 Upon request student can maintain his head above water while in a stationary vertical position for 5 minutes	

Dance

26

PHYSICAL EDUCATION

DANCE

Folk and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Schottische	1. To demonstrate a functional Schottische step.	
First 1/2	SIXTH GRADE 1.1 Given a verbal request, the student can execute the first half of the Schottische step 4 consecutive times without music in a manner characterized by: a. "step-step step-hop" b. smooth repetition of pattern	Boys: L, R, LL Girls: R, L, RR
Last 1/2	SIXTH GRADE 1.2 Given a verbal request, the student can execute the second half of the Schottische step 2 consecutive times without music in a manner characterized by: a. "step-hop-step-hop" b. smooth repetition of pattern	Boys: L, L, R, R Girls: R, R, L, L
Two Steps	SIXTH GRADE 1.3 Given a verbal request, the student can execute two complete Schottische steps without music in a manner characterized by: a. "step-step-step-hop; step-step-step-hop step-hop; step-hop; step-hop; step-hop" b. smooth repetition of pattern	Boys: L, R, LL R, L, RR L, L, R, R L, L, R, R Girls: R, L, RR L, R, LL R, R, L, L R, R, L, L
Step With Music	SIXTH GRADE 1.4 Given a verbal request and 4/4 time music or accompaniment, the student can execute 4 consecutive Schottische steps in a manner characterized by: a. keeping time to a "quick-quick-quick-quick" even beat b. consecutive repetition of each half of the pattern	
Two Step	2. To demonstrate functional two step patterns in 2/4 fast rhythm.	
Forward	NINTH GRADE 2.1 Given a verbal request, the student can execute 4 consecutive forward two steps without music in a manner characterized by: a. "forward-close-forward" b. smooth repetition of pattern	Boys: L, R, L Girls: R, L, R
Side	NINTH GRADE 2.2 Given a verbal request, the student can execute 4 consecutive side two steps without music in a manner characterized by:	

DANCE

Folk and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. "side-close-step" b. smooth repetition of pattern	
Box	NINTH GRADE 2.3 Given a verbal request, the student can execute 2 consecutive box-two steps without music in a manner characterized by: a. "side-close-forward" b. "side-close-backward" c. smooth repetition of pattern	Boys: L, R, L forward on last step Girls: R, L, R backward on last step
Combination With Music	NINTH GRADE 2.4 Given a verbal request and fast 2/4 music or accompaniment, the student can execute combinations of the forward two step, the side two step, the box two step, in a manner characterized by: a. keeping time to a "quick-quick-slow" beat b. smooth transition from one step to another, varying the three basic steps	
Bleking	3. To demonstrate functional bleking steps in 2/4 rhythm.	
Slow	SIXTH GRADE 3.1 Given a verbal request, the student can execute 2 consecutive slow bleking steps without music, in a manner characterized by: a. "heel-hold; heel-hold" b. smooth repetition of pattern	Hop L, extend R heel Hop R, extend L heel
Fast	SIXTH GRADE 3.2 Given a verbal request, the student can execute 4 consecutive fast bleking steps without music in a manner characterized by: a. "heel-heel-heel-hold" b. smooth repetition of pattern	Extend R heel Extend L heel Extend R heel Hold
Combinations	SIXTH GRADE 3.3 Given a verbal request, the student can execute 4 consecutive slow and fast bleking steps without music in a manner characterized by: a. "heel-hold; heel-hold; heel-heel-heel-hold" b. smooth repetition of pattern	

DANCE

Folk and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Combinations With Music	SIXTH GRADE 3.4 Given a verbal request and 2/4 music or accompaniment, the student can execute 4 consecutive slow and fast bleking steps in a manner characterized by: a. keeping time to "slow-slow-quick-quick-slow" broken rhythm b. smooth transition from slow to quick steps	
Polka	4. To demonstrate a functional polka in 2/4 rhythm.	
Forward	NINTH GRADE 4.1 Given a verbal request, the student can execute 4 consecutive forward polka steps without music in a manner characterized by: a. "hop-forward-close-step" b. smooth repetition of pattern	
Side	NINTH GRADE 4.2 Given a verbal request, the student can execute 4 consecutive side polka steps without music in a manner characterized by: a. "hop-side-close-step" b. smooth repetition of pattern	Boys: L Girls: R
Turning	NINTH GRADE 4.3 Given a verbal request, the student can execute 4 consecutive turning polka steps without music in a manner characterized by: a. "hop-step-close-step" turning clockwise b. smooth repetition of pattern and turn	Turn 180° on second hop and repeat
Heel-Toe	NINTH GRADE 4.4 Given a verbal request the student can execute 4 consecutive heel-toe polka steps without music in a manner characterized by: a. "heel-toe, side, close, step" b. smooth repetition of pattern	
Combinations With Music	NINTH GRADE 4.5 Given a verbal request and 2/4 music or accompaniment, the student can execute combinations of the forward polka, side polka, turning polka and heel-toe polka, in a manner characterized by: a. keeping time to a "quick-quick-quick-slow" uneven beat	

DANCE

Folk and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. smooth transition from one step to another, varying the 3 basic steps	
Participation Schottische and Two Step	5. To participate in folk dances which utilize the Schottische and/or two step in 4/4 rhythm.	
	SIXTH GRADE 5.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 3 following dances in a manner characterized by: a. execution of level 4 Schottische step b. following directions of the dances c. keeping time to the beat with a partner	
	-"Road to the Isles"	-Harris, J., Pittman, A., Waller, M. Dance Awhile, Minneapolis: Burgess Publishing Company, 1968, p. 242.
	-"Old Time Schottische"	-Same as above (p. 133).
	-"Salty Dog Rag"	-Kraus, R. Folk and Square Dances and Singing Games, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, p. 138.
	NINTH GRADE 5.2 Given a verbal request and the appropriate music, the student can participate in 1 of the 3 following dances in a manner characterized by: a. execution of level 4 two step b. following directions for the dance c. keeping time to the beat with a partner	
	-"Glow Worm"	-Harris, p. 139.
	-"Josephine"	-Harris, p. 143.
	-"Shortcake"	-Harris, p. 147.
	NINTH GRADE 5.3 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by: a. execution of level 4 Schottische steps and level 4 two steps b. following directions for the dance c. keeping time to the beat with a partner	
	-"Texas Schottische Variations"	-Harris, p. 135.
	-"California Schottische"	-Harris, p. 135.

PHYSICAL EDUCATION

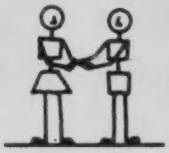
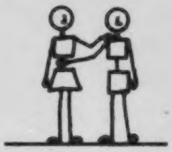
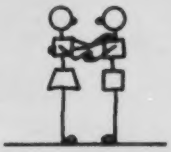
DANCE

Folk and Round

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Participation Two Step and Polka	6. To participate in folk dances which utilize the two step and/or polka in 2/4 rhythm.	
	NINTH GRADE 6.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by: a. execution of level 4 polka steps b. following directions of the dance c. keeping time to the beat with a partner	
	-"Jessie Polka"	-Harris, J., Pittman, A., Waller, M. Dance Awhile, Minneapolis: Burgess Publishing Company, 1968, p. 242.
	-"Klappdans"	-Kraus, R. Folk and Square Dances and Singing Games, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, p. 138.
	NINTH GRADE 6.2 Given a verbal request and the appropriate music, the student can participate in "Cotton Eyed Joe" in a manner characterized by: a. execution of level 4 polka steps and level 4 two steps b. following direction of the dance c. keeping time to the beat with a partner	-Harris, p. 151.
Participation Bleking and Polka	7. To participate in folk dances which utilize the bleking and/or polka steps in 2/4 rhythm	
	SIXTH GRADE 7.1 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by: a. executing level 4 bleking steps b. following directions of the dance c. keeping time to the beat with a partner	
	-"La Raspa"	-Harris, J., Pittman, A., Waller, M. Dance Awhile, Minneapolis: Burgess Publishing Company, 1968, p. 242.
	-"Nixie Polka"	-Kraus, R. Folk and Square Dances and Singing Games, Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1966, P. 138.

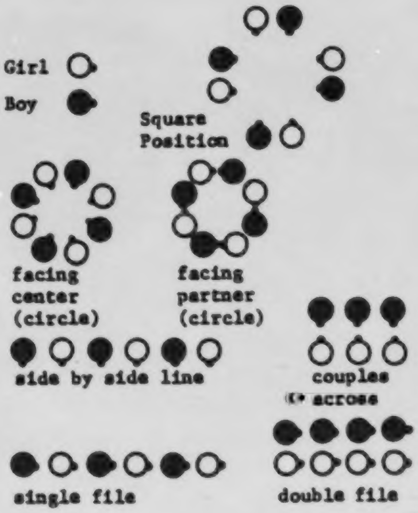
DANCE

Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	SIXTH GRADE 7.2 Given a verbal request and the appropriate music, the student can participate in 1 of the 2 following dances in a manner characterized by: a. executing level 4 bleking steps and level 4 polka steps b. following directions of the dance c. keeping time to the beat with a partner	
	-"Ace of Diamonds"	-Kraus, p. 124.
	-"Oyda"	-Kraus, p. 126.
Partner Square Dance Positions	8. To demonstrate functional partner positions for square dancing.	
Side by Side	SIXTH GRADE 8.1 Given a verbal request, the student can assume the following side-by-side positions 2 out of 3 times: a. promenade -girl on boy's right side -right and left hands joined -male's right arm is crossed over the lady's left arm	Promenade position 
	b. conversation -girl on boy's right side -boy's right arm around girl's waise, girl's left hand rests on boy's right shoulder -man's left arm and lady's right arms at their sides	Conversation position 
Face to Face	NINTH GRADE 8.2 Given a verbal request, the student can assume the following face-to-face positions 2 out of 3 times: a. closed -boy's right arm is around girl's with his hand below her left shoulder blade -girl's left hand on boy's right shoulder -boy's left arm is raised sideward to the left with the girl's right hand in his left palm	Closed position 
	b. swing out (flirtation) -girl is turned along side of the boy -right sides touching -arms are the same as in the closed position	
Functional Square Dance Steps	9. To demonstrate functional steps for square dancing.	

DANCE

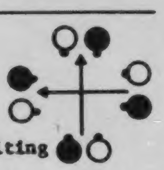
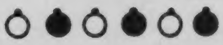
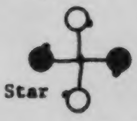
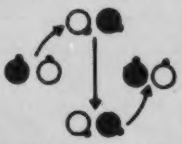
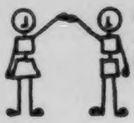
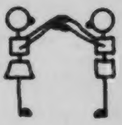
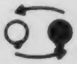
Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Shuffle Step	SIXTH GRADE 9.1 Given a verbal request the student can execute 8 continuous forward shuffle steps without musical accompaniment in a manner characterized by: a. an easy light step b. keeping feet in contact with the floor	
Shuffle Step Combined with Music	SIXTH GRADE 9.2 Given a verbal request, the student can execute 16 continuous patterns of the shuffle step in time with the music.	
Buzz Step	NINTH GRADE 9.3 Given a verbal request, the student can execute 8 continuous buzz steps without musical accompaniment in a manner characterized by: a. step right on ball of foot b. right foot is pivot c. turning clockwise d. left foot pushing from slightly behind and close to the right foot	
Buzz Step with Music	NINTH GRADE 9.4 Given a verbal request the student can execute 8 continuous buzz steps in time with the music.	
Square Dance Figures	10. To identify dance figures that originate, lead the action and design the pattern for square dancing.	
Originating Designs	SIXTH GRADE 10.1 Given a verbal request, the student can position himself in 3 of the following 4 formations which originate square dances on the first trial. a. square (set) -4 couples -ladies on man's right -standing on sides of imaginary square -facing center of square b. single circle -facing center -facing partners c. line -side by side -couples across d. file -single file -double file	 Girl Boy Square Position facing center (circle) facing partner (circle) side by side line couples across single file double file

PHYSICAL EDUCATION

DANCE

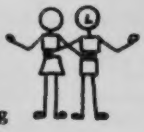
Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Lead Action (Visiting)	SIXTH GRADE 10.2 Given a verbal request, the student can demonstrate the following lead actions: a. visiting couple (lead couple) b. single visiting c. double visiting	 Double Visiting
Designs	SIXTH GRADE 10.3 Given a verbal request, the student can perform with a partner the following designs or patterns on the first attempt: a. line b. star c. split the ring d. arching figures -single arm -double arm	 Line  Star  Split the ring  single arm arch  double arm arch
Fundamental Techniques within a Square Dance	11. To demonstrate fundamental techniques within a square dance. SIXTH GRADE 11.1 Given a verbal request, the student can perform the following basic techniques with a partner: a. honor your partner -man bows to lady -lady curtsies to man b. balance -partners face and join hands -or, man may hold lady's left hand in his right -each take 2 steps backward, dipping on second step, then 2 steps back to original place -or, man rocks back on left, taking weight on left, pointing right foot in front, taking step forward to original position (lady follows man's lead) c. do-sa-do -man and lady face -pass each other right shoulder to right shoulder -move around each other back to back -return to original position d. sashay -partners stand side by side -man moves sideways to right and behind the lady -lady moves sideways to left in front of man -both face center of circle throughout the move e. courtesy turn -man turns the lady clockwise in place -lady turns under her own right arm	Sashay 

PHYSICAL EDUCATION

DANCE

Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Swings Partner	SIXTH GRADE 11.2 Given a verbal request, the student can perform the following swings (twice around) with a partner: a. one-hand swing (right or left/or forearm grip) -partners clasp right (or left) hands, or forearms -swing around clockwise b. two-hand swing -partners face and join both hands -hold elbows in close to body -swing around clockwise	
	NINTH GRADE 11.3 Given a verbal request the student can perform the following swings twice around with a partner in a manner characterized by: a. waist swing -man and woman stand side by side, facing -man puts right arm around lady's waist -woman puts right arm around man's waist -both hold other arms up, elbow bent -shuffle step clockwise b. buzz-step swing -use closed dance position -buzz step clockwise around	Waist swing 
Integration	12. To demonstrate the ability to integrate the techniques into selected square dances.	
Single Visiting Dances	SIXTH GRADE 12.1 Given a verbal request, the student will be able to perform two of the following single visiting dances with a partner, in a manner characterized by: a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music	
	-"Pop Goes the Weasel"	-Kraus, p. 102.
	-"Adam and Eve"	-Harris, p. 73.
	-"Shoot the Owl"	-Harris, p. 80.

PHYSICAL EDUCATION

DANCE

Square

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	SIXTH GRADE	
Visiting Couple Dances	12.2 Given a verbal request, the student can perform 1 of the 3 following visiting couple dances with a partner in a manner characterized by: a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music	
	-"Duck for the Oyster"	-Kraus, p. 90.
	-"Divide the Ring"	-Kraus, p. 94.
	-"Take a Little Peek"	-Harris, p. 76.
	NINTH GRADE	
Double Visiting Dance	12.3 Given a verbal request, the student can perform in one of the following double visiting dances with a partner, in a manner characterized by: a. following the directions of the dance b. properly executing the positions, steps, figures and techniques of the dance c. keeping time with the music	
	-"Forward Up and Back"	-Harris, p. 78.
	-"Milagro Square"	-Harris, p. 81.
	-"Square Through and Box the Gapp"	-Harris, p. 82.

PHYSICAL EDUCATION

DANCE

Social

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Two Step	NINTH GRADE 13. Given a verbal request and 4/4 slow music or accompaniment, the student can two step for one minute in a manner characterized by: a. executing all 3 basic two step patterns b. smooth transitions between patterns c. keeping time to the beat with a partner	See Folk Dance for description of 3 basic Two Step patterns.
Polka	NINTH GRADE 14. Given a verbal request and 2/4 music or accompaniment, the student can polka for one minute in a manner characterized by: a. executing all 4 basic polka steps b. smooth transition between steps c. keeping time to the beat with a partner	See Folk Dance for description of 4 basic Polka steps.

Dual Sports

38

PHYSICAL EDUCATION

DUAL SPORTS

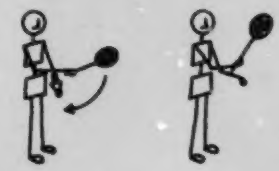
Badminton

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forehand Stroke	1. To demonstrate a functional forehand stroke.	
Ready Position	NINTH GRADE 1.1 Given a verbal command the student can assume a ready position 4 out of 5 times as characterized by: a. handshake grip on racquet b. face of racquet perpendicular to the direction of the swing c. body turned toward the racquet side of the body d. weight evenly distributed	
Birdie Contact	NINTH GRADE 1.2 Given a verbal request the student can position his body so the birdie is on the racquet side and "hit" the birdie suspended in a stationary position at waist level 4 out of 5 times in a manner characterized by: a. brings racquet back past body at hip height perpendicular to the direction of the swing b. weight transfer to rear foot c. full elbow extension on backswing d. contacts birdie at waist height e. vigorous wrist flexion during the forward stroke f. weight transfer to front foot g. a followthrough well beyond the point of contact	
Strike a Birdie Moving At Varying Speeds	NINTH GRADE 1.3 Given a verbal request the student can hit a birdie moving at varying speeds to the racquet side of the body 4 out of 5 times in the manner characterized in 1.2.	
Moves Into Position To Strike a Birdie With a Forehand Stroke	NINTH GRADE 1.4 Given a verbal request and a birdie projected to a point within 2 steps of his original position the student can move into position and hit the birdie 4 out of 5 times while maintaining a mature stroke (1.2).	
Moves Into Position and Strikes a Birdie Moving at Varying Speeds Over A Net	NINTH GRADE 1.5 Given a bird moving at varying speeds and at varying distances from his original position, the student can maintain a mature strike.	

PHYSICAL EDUCATION

DUAL SPORTS

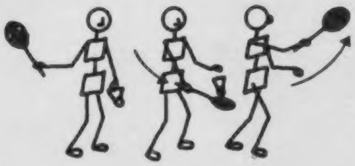
Badminton

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Backhand Stroke	2. To demonstrate a functional backhand.	
Strikes a Stationary	NINTH GRADE 2.1 Given a verbal command the student can assume a backhand ready position in a manner characterized by: a. correct grip-palm over handle, thumb along back of handle b. crosses racquet in front of body c. faces laterally to non-racquet side of body	
Strikes A Stationary	NINTH GRADE 2.2 Given a suspended bird positioned on the non-racquet side of the body and a verbal command the student can strike the birdie 4 out of 5 times in a manner characterized by: a. crosses foot on racquet side to non-racquet side - weight to rear foot b. brings racquet back past body, hip height perpendicular to the direction of the swing c. contacts object at waist height d. vigorous flexion during the middle phase of the stroke e. weight transfer to front foot f. a followthrough well beyond the point of contact	2.2 
Strikes a Birdie Moving At Varying Speeds	NINTH GRADE 2.3 Given a bird moving at varying speeds to the racquet side of the body, and a verbal command the student can hit the bird and maintain a mature backhand stroke 4 out of 5 times.	
Moves Into Position to "Hit" A Birdie	NINTH GRADE 2.4 Given a bird projected to a point within 2 steps of his original position the student can maintain a mature backhand strike and hit the bird 4 out of 5 times.	
Moves Into Position and Accurately "Hits" A Birdie	NINTH GRADE 2.5 Given a birdie moving at varying speeds and at varying distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit the bird over a net 5 feet high and into the opposite court 4 out of 5 times.	

PHYSICAL EDUCATION

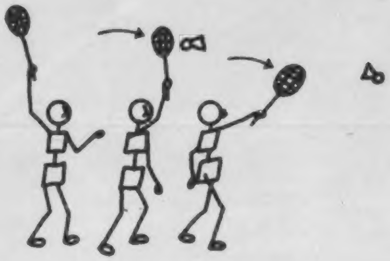
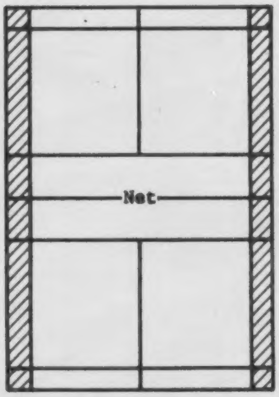
DUAL SPORTS

Badminton

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Serve	3. Students will be able to demonstrate a functional serve, as measured by minimum criteria on an ORT.	
Ready Position	NINTH GRADE 3.1 Given a verbal request the student will assume a ready position in a manner characterized by: a. handshake grip b. forward - backward stride position of feet c. weight evenly distributed d. racquet in front of body	
Contact the Birdie With the Racquet	NINTH GRADE 3.2 Given a verbal request the student can hit the bird 3 out of 5 times in a manner characterized by: a. birdie held by thumb and fore-finger in front of body, slightly above knee height b. brings racquet down and back to hip height c. drops the birdie d. swings racquet forward and upward e. follows the birdie with the racquet after contact	3.2 
Serve For Accuracy	NINTH GRADE 3.3 Given a verbal request, the student can maintain a mature serving behavior and hit the birdie into the service area 4 out of 5 times.	
Overhand Stroke	4. To demonstrate a functional overhand stroke.	
Ready Position	NINTH GRADE 4.1 Given a verbal request, the student can assume a ready position 4 out of 5 times in a manner characterized by: a. handshake grip b. forward - backward stride foot position c. weight evenly distributed d. racquet in front of body	

DUAL SPORTS

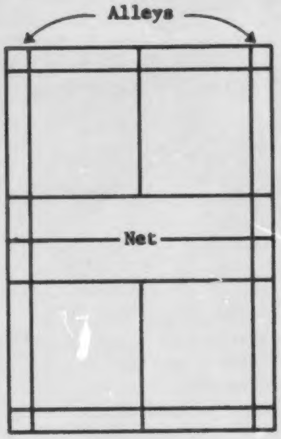
Badminton

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Contact A Birdie While Stationary	NINTH GRADE 4.2 Given a suspended bird, the student can contact the bird in a manner characterized by: a. eyes on the bird b. full arm extension above shoulder c. weight transfer from back foot to front foot during the serve d. a follow through beyond contact point and toward opposite knee e. marked hip and spine rotation in preparation and execution of striking motion	4.2 
Move Into Position	NINTH GRADE 4.3 Given a bird projected to a point within 2 steps of his original position, the student can maintain a mature overhand strike and hit the bird 4 out of 5 times.	
Move Into Position and Hit Birdie at Varying Speeds Into Net	NINTH GRADE 4.4 Given a birdie moving at varying speeds and at varying distances from his original position, the student can maintain a mature overhand strike, move 4 or more steps into position and hit the bird over a net 5 feet high and into the opposite court.	
The Game	5. To demonstrate the ability to play a game of badminton.	
Modified Game	NINTH GRADE 5.1 Given a game situation with a 4 foot net, the student can maintain a mature skill performance for serving, forehand, backhand and overhand, while playing a game utilizing: a. court boundaries b. use of 2 trials on each service c. points scored only when serving d. playing a game to 10 points	5.1 5.2  White area single court
Singles Game	NINTH GRADE 5.2 Given a singles game situation with a 4 foot net, the student can maintain mature levels of skill for serving, forehand, backhand, and overhand while playing a game utilizing:	

PHYSICAL EDUCATION

DUAL SPORTS

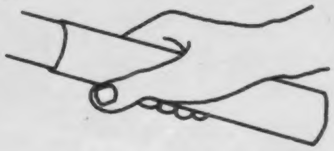
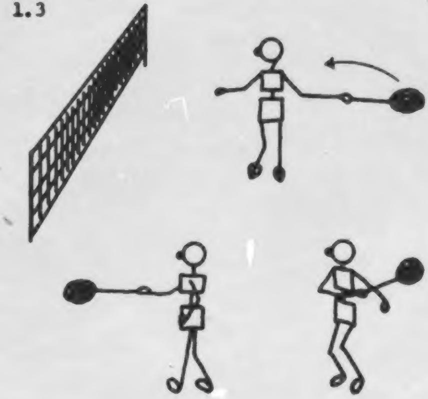
Badminton

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. service from right court on even score, left on odd score b. points scored only when serving c. service maintaining as long as points are being scored d. one hit performance on serves and volleys e. simple strategy - attempts to serve and volley away from opponent's position f. plays game to 15 points	
	NINTH GRADE	
Doubles Play	5.3 Given a doubles situation with a 5 foot net, the student can maintain a mature serve, forehand, backhand and overhand while playing a game utilizing: a. service order b. works together in covering the court c. simple strategy - attempting to place shots into corners or along baseline and away from the opponents d. plays game to 15 points	5.3  Doubles court

PHYSICAL EDUCATION

DUAL SPORTS

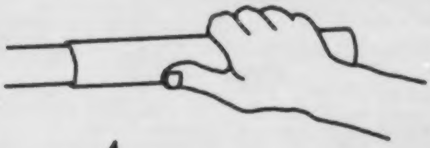
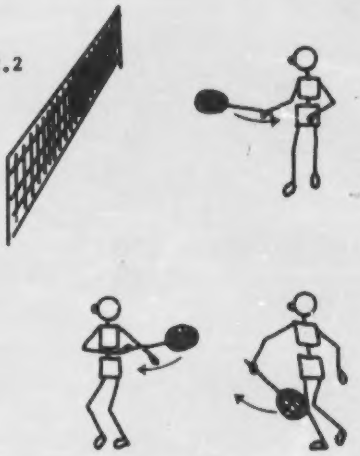
Tennis

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forehand Stroke	1. To demonstrate a functional forehand stroke.	
Ready Position	NINTH GRADE 1.1 Given a verbal request, the student can assume a ready position 4 out of 5 times as characterized by: a. body facing forward toward net b. feet shoulder width apart, knees bent and weight on balls of feet c. racquet in front of body with throat resting on free hand	
Functional Grip	NINTH GRADE 1.2 Given a verbal request, the student can assume a proper grip 4 out of 5 times as characterized by: a. hand shake grasp at end of racquet b. thumb and first finger making a V on top of racquet	1.2 
Strike A Stationary Tennis Ball With Racquet	NINTH GRADE 1.3 Given a verbal request, the student can hit a tennis ball suspended at waist height 4 out of 5 times in a manner characterized by: a. body sideways to net b. brings racquet straight back past body, waist height, slight body rotation c. weight on rear foot as swing starts d. full elbow and wrist extension in backswing e. moves body and racquet forward to meet ball, keeping elbow and wrist extended f. transfer weight to the forward foot	1.3 
Strike A Tennis Ball at Various Speeds	NINTH GRADE 1.4 Given a verbal request and a tennis ball moving at varying speeds toward the racquet side of the body, the student can hit the ball while maintaining a mature striking behavior (as described in 1.3) 4 out of 5 times.	
Move Into Position To Strike A Tennis Ball	NINTH GRADE 1.5 Given a verbal request and a tennis ball projected to a point within 2 steps of his original position, the student can move into position and hit the ball while maintaining a mature stroking behavior 4 out of 5 times.	

PHYSICAL EDUCATION

DUAL SPORTS

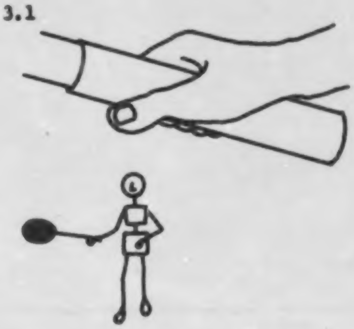
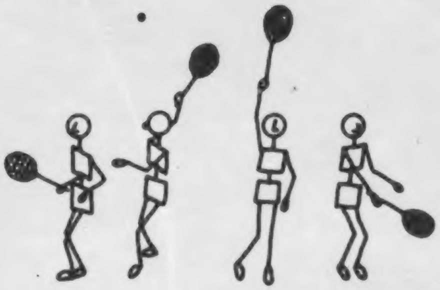
Tennis

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Move Into Position and Strike a Tennis Ball Moving At Various Speeds	NINTH GRADE 1.6 Given a verbal request and a ball moving at varying speeds and distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit the ball over the net into the opposite court 4 out of 5 times.	
Backhand	2. To demonstrate a functional backhand.	
Functional Grip	NINTH GRADE 2.1 Given a verbal request, the student can grip the racquet for a backhand stroke 4 out of 5 times in a manner characterized by: a. hand shake grasp b. rotating hand 1/4 turn counter clockwise or toward the body c. thumb behind the racquet hand for support	2.1 
Strike A Stationary Tennis Ball With the Racquet	NINTH GRADE 2.2 Given a verbal request, the student can hit a tennis ball suspended at waist height 4 out of 5 times in a manner characterized by: a. body at right angle to net b. foot on racquet side forward c. backswing across the body with weight on rear foot d. slight body rotation e. arm and wrist extension f. swing forward with pivot from hips g. ball met about 1 foot in front of forward foot h. weight moving forward i. swing continues into a long follow through	2.2 
Strike A Tennis Ball At Various Speeds	NINTH GRADE 2.3 Given a verbal request and a tennis ball moving at varying speeds to the backhand side of the body, the student can hit the ball while maintaining a mature (2.2) backhand striking behavior 4 out of 5 times.	
Move Into Position To Strike A Tennis Ball	NINTH GRADE 2.4 Given a verbal request a tennis ball projected to a point within 2 steps of his original position, the student can move into position and hit the ball 4 out of 5 times while maintaining a mature backhand stroking pattern	

PHYSICAL EDUCATION

DUAL SPORTS

Tennis

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Move Into Position and Strike A Tennis Ball Moving At Various Speeds	NINTH GRADE 2.5 Given a verbal request and a ball moving at varying speeds and distances from his original position, the student can maintain a mature strike, move 4 or more steps into position and hit a tennis ball over the net into the opposite court 4 out of 5 times.	
Serve	3. To demonstrate a functional serve.	
Functional Grip	NINTH GRADE 3.1 Given a verbal request, the student can grip the racquet 4 out of 5 times in a manner characterized by: a. handshake grip b. racquet face perpendicular to ground c. thumb and index finger form a "V" along the top of the racquet handle	3.1 
Strike A Stationary Ball	NINTH GRADE 3.2 Given a verbal request, the student can strike a stationary tennis ball suspended overhead near full arm extension 4 out of 5 times in a manner characterized by: a. standing sideways to the net (free arm/shoulder toward net) b. weight evenly balanced on both feet c. backswing is down so the head of the racquet is toward the ground then brought back and up to a bent arm position behind the shoulder d. weight shift to back foot e. body rotation slightly away from net f. forward swing is up, with full extension of the arm over the head g. wrist is flexed forward, racquet head leads the follow through across the body h. weight brought forward to front foot	3.2 
Functional Toss	NINTH GRADE 3.3 Given a verbal request, the student can toss the tennis ball into the air 4 out of 5 times in the following manner:	

PHYSICAL EDUCATION

DUAL SPORTS

Tennis

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. ball tossed up with an underhand motion b. ball tossed straight up and over the foot nearest the net c. ball tossed higher than a reach with full extension of arm with racquet (but not to exceed 2 feet higher than that height) d. ball will fall into a circle 2 feet in diameter and centered at the toes of the front foot	
	NINTH GRADE	
Strike A Tennis Ball With Service	3.4 Given a verbal request, the student can toss the ball into the air (as described in 3.3) and hit the ball as it begins its descent to the opposite court 4 out of 5 times while maintaining a mature stroking pattern (3.2).	
Participation	4. To demonstrate the ability to play a game of tennis.	
	NINTH GRADE	
Modified Game	4.1 Given a verbal request, the student will be able to maintain mature patterns for the serve, backhand and forehand strokes while playing a game utilizing: a. standard court boundaries b. trials on the service	

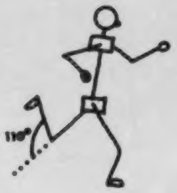
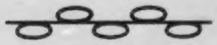
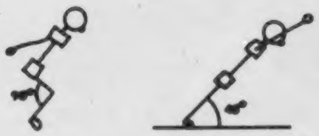
Fundamental Skills

48

PHYSICAL EDUCATION

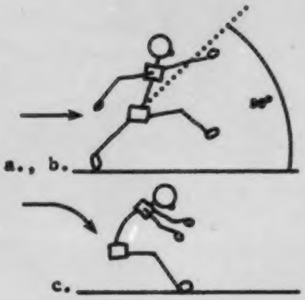
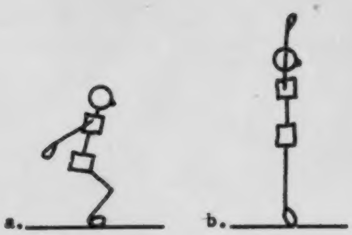
FUNDAMENTAL SKILLS

Locomotor Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Run	1. To demonstrate a functional run.	
Mature Pattern	THIRD GRADE 1.1 Given a verbal request, the student can run 100 feet at a moderate speed in a manner characterized by: a. consistent periods of nonsupport b. knee of nonsupport leg bent more than 90 degrees from side view c. foot placement near on-line d. arm action in direct opposition to leg action	 Inner part of foot consistently touching an imaginary line 2" wide in the direction of the run 
Pacing	SIXTH GRADE 1.2 Given a verbal request, the student can maintain a mature running pattern while pacing a 440 yard run at a moderate to fast speed in a manner such that the first 220 yards and the second 220 yards are within 5 seconds of each other.	
Sprinting	SIXTH GRADE 1.3 Given a verbal request, the student can sprint 50 yards or more while maintaining a mature running pattern.	
Leap	2. To demonstrate a functional leap.	
Mature Pattern	THIRD GRADE 2.1 Given a verbal request, the student can leap 2 out of 3 times in a manner characterized by: a. taking off with one foot and landing on the other b. forward reach with the arm opposite leading foot c. a forward trunk lean of 60° or less to the floor	
Over Obstacles	SIXTH GRADE 2.2 The student can run at moderate to fast speeds and leap over 3 consecutive objects on knee height placed at 20' intervals while maintaining a mature pattern.	
Horizontal Jump	3. To demonstrate a functional horizontal jump.	
Mature Pattern	THIRD GRADE 3.1 Given a verbal request, the student can jump 2 out of 3 times in a manner characterized by: a. preparatory movement including 90° knee flexion (± 5°) plus a forward and upward arm thrust b. a full extension of the arms and legs at take-off in a for-	

FUNDAMENTAL SKILLS

Locomotor Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	ward and upward direction take-off angle (from take-off spot through center or mass) at 45° (± 5°)	
Running Long Jump	SIXTH GRADE 3.2 Upon request to execute a running long jump, the student can jump 2 out of 3 times in a manner characterized by: a. a one foot take-off without hesitation from a moderate to fast run b. a take-off angle (between the take-off foot through the center of body mass and the ground less than 50°) c. simultaneous foot contact at landing well ahead of the body's center of mass with the thighs nearly parallel to the floor and a forward thrust of the arms	
Vertical Jump	4. To demonstrate a functional vertical jump.	
Mature Pattern	THIRD GRADE 4.1 Given a verbal request, the student can jump vertically 2 out of 3 times in a manner characterized by: a. preparatory movement including a 80-100 degree knee flexion and a forceful upward arm swing coordinated with the take-off b. full extension of the arms and legs at take-off c. a balanced landing incorporating trunk and knee flexion d. no horizontal displacement on landing	
Reaching Height	SIXTH GRADE 4.2 Upon request to run, jump, and touch an object suspended one foot above standing reach height, the student can run and jump vertically touching the suspended object 2 out of 3 times while using a mature pattern.	
Hop	5. To demonstrate a functional hopping pattern.	
Mature Hop	THIRD GRADE 5.1 Given a verbal request, the student can hop at least 5 consecutive hops on the left and then right foot in a manner characterized by: a. upright trunk carriage, over the support foot b. carrying the nonsupport foot	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Locomotor Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	below the knee c. arm lifting coordinated with the take-off phase of the hop	
	SIXTH GRADE 5.2 Given moderate and fast even rhythmical beats the student can use a mature hop in time to the rhythm for 10 consecutive fast (5 right, 5 left) and then 10 slow beats (5 right, 5 left)	
Gallop	6. To demonstrate a functional gallop.	
Mature Gallop	THIRD GRADE 6.1 Given a verbal request, the student can gallop 10 consecutive cycles in a manner characterized by: a. a step forward with the lead foot b. a period of nonsupport during which there is a shift of weight from lead to trail foot c. a lift of arms coordinated with the shift of weight for elevation d. a lead with either foot	
	SIXTH GRADE 6.2 Given a moderate speed uneven rhythmical beat, the student can demonstrate a mature gallop in time with the beat for 10 consecutive cycles with a right and then left foot lead.	
Slide	7. To demonstrate a functional slide.	
Mature Slide	THIRD GRADE 7.1 Given a verbal request, the student can slide 5 consecutive cycles in a manner characterized by: a. a rhythmical (uneven beat) step sideways and slide of following foot b. smooth change of support leg c. trunk in an upright posture	
Rhythmic Slide	SIXTH GRADE 7.2 Given a moderate speed uneven rhythmical beat the student can demonstrate a mature sliding pattern in time with the beat for 10 consecutive cycles with a right and then left foot lead.	
Skip	8. To demonstrate a functional skip.	
Mature Skip	THIRD GRADE	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Locomotor Skills

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	8.1 Given a verbal request, the student can skip 10 consecutive cycles in a manner characterized by: a. a rhythmical (uneven beat) repetition of the step and hop on alternate feet b. arms moving in opposition to legs c. a smooth flowing weight transfer	
Rhythmic Skip	SIXTH GRADE 8.2 Given a moderate speed uneven rhythmical beat, the student can demonstrate a mature skipping pattern in time with the beat for 10 consecutive cycles.	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

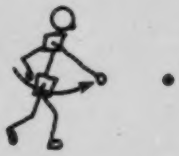
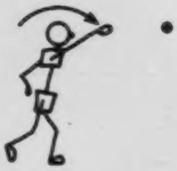
Object Control

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Underhand Roll	9. To demonstrate a functional underhand roll.	
Mature Roll	THIRD GRADE 9.1 Given a verbal request, the student can roll a tennis ball 2 out of 3 times in a manner characterized by: a. a full pendular arm motion under the shoulder b. a release close to the floor with a bend at the knees and at the hips c. a stride forward with the foot opposite the throwing arm	
Accuracy Roll	THIRD GRADE 9.2 Given a verbal request the student can demonstrate a mature pattern while rolling a 3" - 8" ball to a 3' wide target at a distance of 30' 3 out of 5 times.	

PHYSICAL EDUCATION

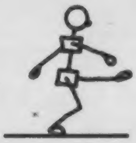
FUNDAMENTALS

Developmental Area

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Underhand Throw	10. To demonstrate a functional underhand throw.	
Mature Underhand Throw	THIRD GRADE 10.1 Given a verbal request, the student can throw a tennis ball 2 or 3 times in a manner characterized by: a. a full pendular arm swing directly below the shoulder b. a point of release at same level as target c. a stride forward with, and a shift of weight to, the foot opposite the throwing arm	
Accuracy	SIXTH GRADE 10.2 Given a verbal request, the student can demonstrate a mature underhand throwing pattern while throwing a softball to a 4' square target set 1' off the floor at a distance of 40', 3 out of 5 times.	
Overhand Throw	11. To demonstrate a functional overhand throw.	
Mature Overhand Throw	THIRD GRADE 11.1 Given a verbal request, the student can throw a tennis ball 2 out of 3 times in a manner characterized by: a. weight transfer to the foot opposite the throwing arm b. a near complete extension of the throwing arm during the windup for the throwing action followed by a forward motion above and outside of the shoulder c. a follow through well beyond the ball release and toward the opposite knee d. marked hip and spine rotation in preparation and execution of the throwing motion	
Accuracy	SIXTH GRADE 11.2 Upon verbal request, the student can throw a softball to an 8' square target set 1' off the ground at a distance of 90' three out of five times while maintaining a mature pattern.	
Kick	12. To demonstrate a functional kick.	
Mature Kick	THIRD GRADE 12.1 Given a verbal request, the student can kick a stationary 8" to 12" ball 2 out of 3 times in a manner characterized by: a. a preliminary forward step on the (kicking) support leg	

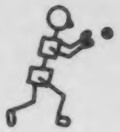
FUNDAMENTAL SKILLS

Object Control

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. a full pendular motion of the leg including backswing with hip extension and knee flexion; a full follow through to a foot position well beyond and above the point of contact c. forward upper body lean during the follow through d. forward swing of the arm opposite the kicking leg e. contact with superior arch of foot	
Accuracy with Running Approach	SIXTH GRADE 12.2 Upon a verbal request, the student can run and kick a stationary 8" - 12" ball from a running approach and with a mature pattern in such a manner that it will travel 30 yards and hit a target area 20' wide 3 out of 5 times.	
Strike	13. To demonstrate a functional strike.	
Mature Strike	THIRD GRADE 13.1 Given a verbal explanation and a demonstration of a mature striking pattern, the student can strike a supported 8" - 12" rubber playground ball with his fist in a manner characterized by: a. a side orientation to the ball b. a weight shift in the direction of the strike c. a full swing on the arm (180°) - follow through well beyond point of contact and a full backswing d. independent, blended rotation of hips, trunk and shoulders	
Accuracy	SIXTH GRADE 13.2 Upon verbal request, the student can strike a volleyball bounced to waist height 2 out of 3 times with a mature pattern in such a manner that it travels 40' and hits a 20' square target.	
Catch	14. To demonstrate a functional catch.	
Mature Catch	THIRD GRADE 14.1 Given a verbal explanation and a demonstration of the mature catching pattern, the student can catch a 6" rubber playground ball tossed from a distance of 15 feet in a manner characterized by:	

FUNDAMENTAL SKILLS

Object Control

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. arms in front of body with elbows flexed and near the sides b. hands only contact the ball c. ability to move at least 3 steps into position to receive the ball d. the arms (through elbow flexion) absorbing the force of the ball e. weight balanced behind forward foot, knees bent to help absorb force	
	SIXTH GRADE	
Functional Competency	14.2 Given a softball thrown from 30' - 40' and at least 10' high to a point within 10' of the student, he can move into position and catch the ball with a mature pattern 4 out of 5 times.	

PHYSICAL EDUCATION

FUNDAMENTAL SKILLS

Basic Rhythms

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Basic Rhythm Beat	15. To demonstrate the ability to move in rhythm to a given beat.	
Even	THIRD GRADE 15.1 Given a verbal request and appropriate music or accompaniment, the student will use a locomotor pattern to move to a series of 8 even beats at moderate tempo in a manner characterized by: a. keeping time to the beat b. selecting an appropriate motor skill	Skipping requires an uneven beat and would be inappropriate.
Uneven	THIRD GRADE 15.2 Given a verbal request and appropriate music or accompaniment, the student will use a locomotor pattern to move to a series of 8 uneven beats at moderate tempo in a manner characterized by: a. keeping time to the beat b. selecting an appropriate motor skill	Running requires an even beat and would be inappropriate.
Mixer	THIRD GRADE 15.3 Given a verbal request and appropriate music or accompaniment, the student will use two or more locomotive patterns to move to a series of 12 even and 12 uneven beats in a manner characterized by: a. keeping time to the beat b. smooth transition when changing locomotor pattern	
Communication	16. To demonstrate the ability to communicate materially.	
Imitation	THIRD GRADE 16.1 Given a demonstration of simple movements, the student will imitate the actions of the demonstration in a manner characterized by: a. using the same body parts b. using the same magnitude of motion c. keeping the same pace	
Concrete	SIXTH GRADE 16.2 Given a list of 5 objects common to the environment, the student can materially communicate the name of the object in a manner characterized by:	Examples: butterfly, airplane, tree, teacher

FUNDAMENTAL SKILLS

Basic Rhythms

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. moving the body in such a way that 20% of the student observers identify the object	
	SIXTH GRADE	
Abstract	16.3 Given a list of 5 human behavioral qualities, the student can materially communicate one quality in a manner characterized by: a. moving the body in such a way that 20% of the student observers identify the quality	Examples: happy, sad, young, old, tired

Group Sports

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Underhand Pass	1. To demonstrate a functional underhand pass.	
Passing	SIXTH GRADE 1.1 Given a verbal request, the student can pass the ball 4 out of 5 times in a manner characterized by: a. ball held in palm of throwing hand with other hand on top during windup phase b. full pendular arm swing directly below shoulder c. point of release at same level as target d. a stride forward, and shift of weight to the foot opposite throwing arm	
Passing For Accuracy	SIXTH GRADE 1.2 Given a verbal explanation and a demonstration, the student can pass the ball, 4 out of 5 times to a square target centered 4' above the floor and 15 feet away while maintaining a mature (1.1) pattern.	
Passing While Moving	SIXTH GRADE 1.3 Given a verbal request, the student can pass the ball to a teammate while both are running at moderate speed, 15' apart and in the same direction 4 out of 5 times.	
Chest Pass	2. To demonstrate a functional chest pass.	
Passing	SIXTH GRADE 2.1 Given a verbal request, the student can pass the ball 4 out of 5 times in a manner characterized by: a. ball held by the fingers with the thumbs behind the ball and pointed upward b. keeps elbows bent and close to body c. pushes ball away from the chest with a vigorous elbow extension and wrist flexion d. a weight transfer to front foot e. follow through in direction of target	
Passing Accuracy	SIXTH GRADE 2.2 Given a verbal request, the student can pass the ball and hit a 3' square target centered 4 feet above the floor 15 feet away, 4 out of 5 times while maintaining the mature (2.1) pattern.	

GROUP SPORTS

Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Passing While Moving	SIXTH GRADE 2.3 Given a verbal request, the student can pass the ball 4 out of 5 times to a teammate while both are running at a moderate speed 15' apart and in the same direction.	
Overhand Pass	3. To demonstrate a functional 1 hand overhand pass.	
Passing	SIXTH GRADE 3.1 Given a verbal request the student can pass the ball 4 out of 5 times in a manner characterized by: a. weight transfer to foot opposite throwing arm b. follow through well beyond ball release c. hip and spine rotation	
Passing Accuracy	SIXTH GRADE 3.2 Given a verbal request, the student can pass the ball to a target 3 feet square centered 4 feet above the floor and 15 feet away, 4 out of 5 times while maintaining a mature (3.1) pattern.	
Passing While Moving	SIXTH GRADE 3.3 Given a verbal request, the student can pass the ball 4 out of 5 times to a teammate while both are running at moderate speed, 15' apart and in the same direction.	
Catching	4. To demonstrate functional catching skills.	
Catching	SIXTH GRADE 4.1 Given a basketball thrown at moderate speed from at least 20 feet away to a point within 2 steps of the students original position, the student can catch the ball 4 out of 5 times in a manner characterized by: a. receives the ball in hands b. absorbs force of ball by bringing ball in toward body	
Catching Balls From Various Directions And Distances	SIXTH GRADE 4.2 Given a basketball thrown at moderate speed from at least 30 feet away and to a point within 15 feet from the students original position he can catch the ball 4 out of 5 times while maintaining a mature pattern.	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Catching While Moving	SIXTH GRADE 4.3 Given a verbal request the student can catch a ball 4 out of 5 times when passed by a teammate to a point within reach while both are running at moderate speed, 15 feet apart and in the same direction.	
Jump Shot	5. To demonstrate a functional one-hand jump shot.	
Shooting	NINTH GRADE 5.1 Given a verbal request, the student can shoot the ball with a one-hand jump shot, 4 out of 5 times, in a manner characterized by: a. a vertical jump with take-off from both feet (force applied equally) b. ball brought to a position over the head while jump is in progress c. ball released with shooting hand at the peak of the jump d. eyes focused on the front of the basket rim e. a balanced landing in near the same spot as the take-off	
Shooting At Various Distances	NINTH GRADE 5.2 Given a verbal request, the student can shoot the ball and make or hit a 10' high basketball rim shot from distances of 5 feet, 10 feet and 15 feet, 3 out of 5 times, while maintaining a mature (5.1) pattern.	
Shooting When Guarded	NINTH GRADE 5.3 Given a verbal request, the student can shoot the ball with a one-hand jump shot when guarded by an opponent 3 out of 5 times, in a manner characterized by: a. receives ball while moving b. does not walk with ball c. maintaining a mature (5.1) pattern d. ball hits rim, or goes in a 10' high basket from 10' to 20' away	
Defensive Tactics	6. To demonstrate functional defensive tactics.	
Guarding Moves	SIXTH GRADE 6.1 Given a verbal request the student can assume a functional guarding position 4 out of 5 times in a manner characterized by: a. keeps eyes on the offensive players trunks	

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. assumes guarding stance between the offensive player and the basket with feet, shoulder width on the balls of the feet, arms extended, one arm up and one arm down c. uses a sliding step to stay between opponent and basket	
Guarding	NINTH GRADE 6.2 Given 1 on 1 situation, the student can offensively stay within 3 feet of an offensive player attempting to score for a period of 10 seconds while maintaining a guarding position as described in 6.1.	
One Hand Push Shot	7. To demonstrate a functional one hand push shot.	
Shooting	SIXTH GRADE 7.1 Given a verbal request, the student can shoot a basketball 4 out of 5 times in a manner characterized by: a. brings ball to and in line with shoulder of shooting hand, elbow flexed, wrist extended and fingers spread b. shooting arm extends upward and forward toward the basket c. wrist flexes and fingers guide the ball on release d. the follow through is high, toward the basket and involves extensive wrist flexion e. knee flexion during preparatory movement and extension during shooting	
Shooting At Various Distances	SIXTH GRADE 7.2 Given a verbal request, the student can shoot the ball and make or hit a 8' high basketball rim from distances of 5 feet, 10 feet, and 15 feet, 3 out of 5 times while maintaining a mature (7.1) pattern.	
Dribble	8. To demonstrate a functional dribble.	
Stationary Dribble	SIXTH GRADE 8.1 Given a verbal request, the student can dribble the ball 10 consecutive times in a manner characterized by: a. impetus given to ball after each bounce b. contacts ball using fingers, wrists, and elbow action c. ball remains hip level or lower d. eyes focused on ball	

PHYSICAL EDUCATION

GROUP SPORTS

Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Dribble in Straight Line	SIXTH GRADE 8.2 Given a verbal request, the student can run at a slow to moderate speed and dribble the ball in a straight line for a distance of 40 feet in a manner characterized by: a. focusing on ball but looks up at least once every 10 feet b. maintains ball position below waist level and slightly ahead of the body	
Dribble Around Obstacles	NINTH GRADE 8.3 Given a verbal request, the student can dribble the ball around 5 stationary objects placed at 5 feet, 10 feet, 15 feet, 18 feet and 21 feet from a starting line while changing hands (ball to hand on outside of turn) and maintaining a mature (8.1) pattern.	
Lay-Up	9. To demonstrate a functional lay-up shot.	
Shooting	SIXTH GRADE 9.1 Given a verbal request, the student can shoot the ball 4 out of 5 times in a manner characterized by: a. a 45° approach to the basket utilizing a dribble b. a one footed take off from the foot opposite the shooting hand and furthest from the basket brings ball to a position off shoulder of shooting arm c. extends arm and pushes ball guided by fingers to backboard "spot" at the height or the jump	
Shoot With Running Approach	SIXTH GRADE 9.2 Given a verbal request, the student can shoot and make right and left handed lay-ups in a 8' high basket with a running approach 1 out of 2 times while maintaining a mature (9.1) pattern.	
Play Integration	10. To demonstrate the ability to play a functional game of basketball.	
Modified Game	SIXTH GRADE 10.1 Given an explanation, the student can execute mature abilities in passing, catching, shooting, dribbling and guarding, while playing a game which includes: a. traveling violations b. team goals c. scoring field goals d. 2, 5 minute halves	

GROUP SPORTS

Basketball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	e. appropriate floor markings for boundaries f. baskets 8 feet high	
	SIXTH GRADE	
Advanced Modified Game	10.2 Given an explanation, the student can execute at least mature abilities in passing, catching, shooting, dribbling and guarding while playing a game which includes: a. regulation scoring b. violations and fouls c. play 4, 3 minute quarters d. simulated regulation floor markings e. baskets 8 feet high	
	NINTH GRADE	
Official Game	10.3 Given an explanation, the student can demonstrate functional capacities in shooting, passing, catching, guarding and dribbling while playing a regulation game of basketball.	

PHYSICAL EDUCATION

GROUP SPORTS

Football

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Passing	1. To demonstrate a functional pass.	
Throwing Pattern	SIXTH GRADE 1.1 Given a verbal request, the student can pass the ball 3 out of 4 times in a manner characterized by: a. cocking the arm back till the hand is in a position opposite the ear b. weight transfer to the foot opposite the throwing arm c. a follow-through well beyond the release d. pivotal hip and spine rotation in preparation and execution of the throw.	
Pass to a stationary target	SIXTH GRADE 1.2 Given a verbal request, the student can pass the ball to a stationary target 3 feet square centered 4 feet above the ground and less than 30 feet away, 2 out of 3 times, while maintaining a mature (1.1) pattern a. focusing on receiver's shoulder b. facing the receiver c. following through toward the receiver d. passing the ball at least waist high and within one step in any direction	
Pass to a moving target	NINTH GRADE 1.3 Given a verbal request, the student can pass the ball within reach of a player moving at a moderate pace in both right and left down and out patterns and not less than 40 feet away, 2 out of 3 times, while maintaining a mature (1.1) pattern.	
Punting	2. To demonstrate a functional punt.	
Punting Pattern	SIXTH GRADE 2.1 Given a verbal request, the student can perform a punt 4 out of 5 times in a manner characterized by: a. a preliminary forward step on the kicking leg, followed by weight transfer to the non-kicking leg b. dropping the ball on the preliminary step in such a manner that it is airborne, below knee height at a point directly in front of the kicking leg, near horizontal in position and at a distance from the body such that it will contact the instep of the straightened kick leg	

GROUP SPORTS

Football

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	c. contacting the ball with the instep of the foot d. a kick leg backswing with hip extension and knee flexion followed by a follow-through well beyond and above the point of contact e. a forward swing of the arm opposite the kick leg	
Punting for Accuracy	NINTH GRADE 2.2 Given a verbal request, the student can punt the ball to a target 20 yards square from at least 30 yards, 2 out of 3 times while maintaining a mature (1.1) pattern.	
Lateral	3. To demonstrate a functional lateral pass.	
Lateral Pass Pattern	SIXTH GRADE 3.1 Given a verbal request, the student can lateral the ball, 2 out of 3 times in a manner characterized by: a. grasping the ball near one end in two hands or near the center with fingers spread (when intending to impart spin) b. facing the player c. tossing the ball with mature underhand throw	See underhand throw in fundamental motor skills for a description of the mature pattern.
Lateral Pass for Accuracy	SIXTH GRADE 3.2 Given a verbal request, the student can lateral the ball to a target 3 feet square centered 3 feet above the ground at a distance of 15 ft., 2 out of 3 times while maintaining a mature pattern.	
Center Pass	4. To demonstrate a functional center pass.	
Center Pass Through the Legs	SIXTH GRADE 4.1 Given a verbal request, the student can hike the ball, 2 out of 3 times, in a manner characterized by: a. facing the direction of the goal in a straddle position before the ball b. flexing at the hips so the head is near the ball c. grasping the ball with the fingers spread d. arm action initiated by drawing the hands and arms back and terminating with obvious wrist flexion	
Center Pass for Accuracy	SIXTH GRADE 4.2 Given a verbal request, the student can hike the ball 10 feet to a target 3 feet square centered 3 feet above the ground, 2 out of 3 times.	

PHYSICAL EDUCATION

GROUP SPORTS

Football

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Blocking	5. To demonstrate a functional block.	
Pattern	SIXTH GRADE 5.1 Given a verbal request, the student can block another person 4 out of 5 times in a manner characterized by: a. hands touching chest, elbows flexed and positioned at shoulder level b. head positioned tight to the defensive man and between him and the offensive runner c. feet at shoulder width during contact d. back straight, head up	
Blocking Effectiveness	SIXTH GRADE 5.2 Given a verbal request, the student can block the progress of a similar sized person for a period of 3 seconds, 2 out of 3 times while maintaining a mature (5.1) pattern.	
Tackle	6. To demonstrate a functional tackle.	
Flag or Touch Tackle	SIXTH GRADE 6.1 Given a verbal request, the student can tackle the person with the ball (pull the flag from the hip area or a double hand touch below the waist) 3 out of 4 times in a manner characterized by: a. maintaining a pursuit angle which intercepts the runner and forces him to alter his path b. maintaining a shoulder width foot position near the interception point c. holding a stationary position after a successful tackle	
Tackle Accuracy	SIXTH GRADE 6.2 Given a verbal request, the student can "tackle" a person with similar ability 3 out of 4 times on an open field.	
Kickoff	7. To demonstrate a functional kickoff.	
Kickoff	SIXTH GRADE 7.1 Given a verbal request, the student can kick the ball 3 out of 4 times in a manner characterized by: a. a running approach of 3 or more steps b. contacting the ball below its center of gravity with the toe c. use of a mature kicking pattern	The mature kicking pattern is described in the section dealing with fundamental motor skills.

GROUP SPORTS

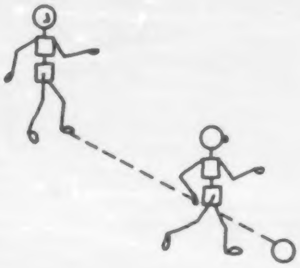
Football

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Kickoff Plus Accuracy	NINTH GRADE 7.2 Given a verbal request, the student can kick a tee held ball at least 30 yards and not more than 10 yards to the right or left of a straight line marked in the direction of the kick, 2 out of 3 times, while maintaining a mature kicking pattern.	
Receiving	8. To demonstrate functional reception skills.	
Stationary Receiving Pattern	SIXTH GRADE 8.1 Given a verbal request and a pass thrown from at least 30 feet to a point within 10 feet in any direction the student will receive the ball 4 out of 5 times in a manner characterized by: a. moving into position and contacting the ball with the hands b. the arms (through elbow flexion) absorbing the force of the ball	
Moving Reception	SIXTH GRADE 8.2 Given a verbal request and a pass thrown from at least 10 yards to a point within 5 feet of the running receiver, the student will catch the ball 2 out of 3 times while maintaining a mature pattern.	
Game	9. To demonstrate the ability to play a functional game of flag football.	
Lead-up Game	SIXTH GRADE 9.1 Given a verbal explanation, the student will be able to use the skills of hiking, blocking and tackling in a game of 6 man football utilizing:	
Modified Game	SIXTH GRADE 9.2 Given a verbal explanation, the student will be able to use the skills of hiking, blocking, tackling, and lateral passing in an 8 man game of football utilizing: a. quarterly first down marks b. four attempts to make a first down c. the other team receiving the ball after a touchdown d. a turnover to the other team for failure to complete the first down or touchdown.	
Advanced Modified Game (Regulation Flag Football)	NINTH GRADE 9.3 Given a verbal explanation, the student will be able to use the skills of hiking, blocking, tackling, lateral, kickoff, and passing in a regulation game of flag football.	

PHYSICAL EDUCATION

GROUP SPORTS

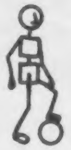
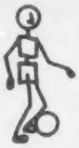
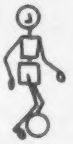
Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Pass	1. To demonstrate a functional soccer pass.	
Pattern	SIXTH GRADE 1.1 Given a demonstration and/or verbal explanations, the student will demonstrate a mature kicking pattern in a manner characterized by: a. ready position -forward-backward stride -weight evenly distributed, knees bent b. big swing -kicking foot turned outward, with knee bent -big swing across front of body -foot follows through toward target -arms out to sides	
Pass a Moving Ball	SIXTH GRADE 1.2 Given a verbal request, the student can correctly contact and pass a moving soccer ball 4 out of 5 times in a manner characterized by: a. moves 2 steps or more to meet ball b. passes ball 20 feet or more c. passes ball into target area 4 feet wide x 4 feet high	
Pass While Moving	SIXTH GRADE 1.3 Given a verbal request, the student can correctly contact and pass a soccer ball, to a moving teammate in a manner characterized by: a. sends ball 10 feet or more b. passes to a point within 3' in front of his moving teammate	1.3 
Hopping the Ball	2. To demonstrate the ability to stop the ball.	
Body Block	SIXTH GRADE 2.1 Given a verbal request and a ball thrown or kicked from a distance of 10-12 feet, the student can block the ball 4 out of 5 times in a manner characterized by: a. gets in line with ball b. lets it hit body part c. as ball contacts body, student absorbs force of ball, taking slight jump backwards	

PHYSICAL EDUCATION

GROUP SPORTS

Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Foot Trap	SIXTH GRADE 2.2 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can trap the ball 4 out of 5 times in a manner characterized by: a. moves 3 or more steps in line with ball b. weight on non-dominant foot c. contacts ball with sole of trapping foot d. traps ball between ground and sole of foot e. immediately removes foot, ready to advance ball	2.2 
Single Leg Trap	SIXTH GRADE 2.3 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can trap the ball 4 out of 5 times in a manner characterized by: a. moves 3 or more steps in line with the ball b. weight on non-trapping foot c. foot of trapping leg diagonally back of non-trapping foot d. foot flexes, only toes contact ground e. both knees are bent f. as ball reaches leg, lower leg presses ball to ground g. ball released, immediately advanced ball	2.3 
Double Leg Trap	SIXTH GRADE 2.4 Given a verbal request and a ball thrown or kicked from a distance of 10-20 feet, the student can contact the ball 4 out of 5 times in a manner characterized by: a. moves 3 or more steps in line with ball b. feet apart and pointed outward c. knees bent deeply and trap ball against ground with the shins d. weight on balls of feet, arms used for balance e. body extended into vertical position as ball is released, immediately advances ball	2.4 

71

PHYSICAL EDUCATION

GROUP SPORTS

Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Dribble	3. To demonstrate a functional soccer dribble.	
Ball Contact	SIXTH GRADE 3.1 Given a verbal request, the student can dribble a soccer ball 4 out of 5 times in a manner characterized by: a. runs and taps ball with inside edges of alternate feet b. ball stays within 5 feet of runner c. moves ball 30 feet	
Dribble in an Unobstructed Straight Line	SIXTH GRADE 3.2 Given a verbal request, the student can dribble the ball in a straight line for a distance of 60 feet 2 out of 3 times in a manner characterized by: a. focusing on ball but looks up at least every 5 feet b. keeps ball within 2 feet of position	
Dribble Around Obstacles	SIXTH GRADE 3.3 Given a verbal request, the student can dribble a soccer ball around 5 stationary obstacles placed at distances of 5 feet, 10 feet, 15 feet, 18 feet, 21 feet, from a starting line 4 out of 5 times within a 20 sec. time period.	
Step Kick	4. To demonstrate a functional instep kick.	
Ball Contact	SIXTH GRADE 4.1 Given a verbal request and a soccer ball placed in a stationary position the student will kick the ball 4 out of 5 times in a manner characterized by: a. kicking leg swung straight back, knee bent, toe pointing toward ground b. kicking leg swings forward, contacting ball below its center with instep of the foot c. foot follows through in direction ball is to go d. sends ball 30 feet or more	

GROUP SPORTS

Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Kicking Various Distances	SIXTH GRADE 4.2 Given a verbal request and a soccer ball moving in the direction of the student and a target area 4 feet high by 4 feet wide, the student can contact the ball 4 out of 5 times in a manner characterized by: a. moves 3 or more preliminary steps before contacting the ball b. sends ball 20 feet or more into target area	
Tackle	5. To demonstrate a functional soccer tackle.	
Ball Contact	SIXTH GRADE 5.1 Given a verbal request and a stationary opponent in possession of a ball, the student can tackle 3 out of 5 times in a manner characterized by: a. moves directly in front of opponent b. puts foot on ball c. kicks it away from opponent d. follows the ball	
Straight Tackle	SIXTH GRADE 5.2 Given a verbal request and an opponent dribbling the ball in his direction, the student can correctly tackle 3 out of 5 times in a manner characterized by: a. moves 4 or more steps into position b. tackles opponent's ball c. does not contact opponent's body	
Hook Tackle	NINTH GRADE 5.3 Given a verbal request and an opponent dribbling the ball in his direction, the student can tackle 2 out of 5 times in a manner characterized by: a. approaches opponent from 4 or more steps from the front b. steps to one side of opponent, reaches with leg c. supporting leg bent at knee to increase reach d. uses foot as hook to draw ball away from opponent to one side e. does not contact opponent's body f. controls ball and advances it	

PHYSICAL EDUCATION

GROUP SPORTS

Soccer

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
The Game	6. To demonstrate the ability to play a functional game of soccer.	
Lead-up Games	SIXTH GRADE 6.1 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stop) while playing a lead-up game characterized by: a. identifies court boundaries b. identifies when ball is out of bounds c. attaching team positions only d. understands scoring a goal e. plays game for 2, 5 minute halves f. begins game with kick off g. 50 by 25 foot field	6.1 Examples: Line soccer Circle soccer
Modified Game	SIXTH GRADE 6.2 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stop) while playing a modified game characterized by: a. attacking and defending position 8 on a team b. team positioning -forward line -backfield c. penalty kicks d. plays game for 2, 10 minute halves e. 70 by 35 foot field f. goalkeeper privileges	6.2 Examples: Advanced line soccer Alley soccer Sideline soccer
Advanced Modified Game	NINTH GRADE 6.3 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stops, tackles, instep kick) while playing a game characterized by: a. defense - offense play b. official positions - 11 players on a team c. understands marking	
Official Soccer	NINTH GRADE 6.4 Given an explanation and instructor assistance, the student can maintain functional soccer skills (dribble, pass, stops, tackles, instep kick) while playing a game characterized by: a. official rules b. official field dimensions	

PHYSICAL EDUCATION

GROUP SPORTS

Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Batting	1. To demonstrate functional batting skills.	
Mature swing	SIXTH GRADE 1.1 Given a verbal request, the student can demonstrate a mature batting swing 4 out of 5 times in a manner characterized by: a. a two hand grip -both hands together -dominant hand above the other b. correct stance -feet one bat length from center of home plate and toes pointed straight ahead -knees slightly bent -elbows away from body and wrists cocked so that bat does not rest on shoulder c. correct swing -bat swing parallel to the ground -weight transferred from back to front foot -complete follow through	
Stationary ball	SIXTH GRADE 1.2 Given a verbal request, the student can contact a stationary regulation softball 4 out of 5 times in a manner characterized by: a. a mature swing b. watching the ball throughout the swing c. contacting the ball through its center of gravity d. maintaining control of the bat after the swing	
Moving ball	NINTH GRADE 1.3 Given a verbal request, the student can contact a ball pitched from a distance of 60 feet 3 out of 5 times in a manner characterized by: a. level two swing characteristics b. swinging only at "strikes" c. placing the ball within the defined boundaries	
Fielding ground balls	2. To demonstrate functional skill in fielding ground balls.	
Mature pattern	SIXTH GRADE 2.1 Given a verbal explanation and demonstration, the student will demonstrate a mature fielding pattern 4 out of 5 times in a manner characterized by:	

PHYSICAL EDUCATION

GROUP SPORTS

Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. correct ready position -knees bent, feet shoulder width apart -face home plate, eyes on batter b. correct catching position -legs kept close together, on knees on ground -both hands ready to catch the ball with little fingers together	
	NINTH GRADE	
Accuracy	2.2 Given a verbal request, the student will field 4 out of 5 balls hit on the ground in a manner characterized by: a. moving into correct position b. mature pattern c. after the catch, throwing to an appropriate teammate	
Fielding fly balls	3. To demonstrate functional skills in fielding fly balls.	
	SIXTH GRADE	
Pattern	3.1 Given a verbal explanation and demonstration, the student will demonstrate a mature pattern for fielding fly balls hit or thrown at least 30 ft. high and to a point within 5 steps of the student's original position, 4 out of 5 times in a manner characterized by: a. correct ready position -knees bent, feet shoulder width apart -face homeplate, eyes on batter b. correct catching position -hands in front of body above shoulders -palms face forward and upward	
	NINTH GRADE	
Accuracy	3.2 Given a verbal request, the student will field 4 out of 5 balls hit in the air from at least 90 feet away and to a point not more than 15 feet from the student's original position, in a manner characterized by: a. moving into correct position b. mature pattern c. after the catch, throwing to an appropriate teammate	

PHYSICAL EDUCATION

GROUP SPORTS

Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Base running	4. To demonstrate functional base running.	
Home to first	SIXTH GRADE 4.1 Given a verbal request, the student will run from homeplate to first base 2 out of 3 times in a manner characterized by: a. a mature run b. running at maximum speed until first base is crossed c. turning to the right after slowing down	
Infield	SIXTH GRADE 4.2 Given a verbal request, the student will run from first base to second (third or home) in a manner characterized by: a. leaving first base as the ball is hit b. maintaining a mature pattern at maximum speed c. identifying proper distance -stop at second if ball is in infield -continue to third if ball is in outfield	
Participation	5. To participate in the game of softball.	
Lead up game	SIXTH GRADE 5.1 Given an explanation, the student will correctly execute the skills of throwing, fielding and baserunning while participating in the game of Long Base with 6 players on a team, in a manner characterized by: a. catching the ball when acting as batter b. throwing the ball into the field within the boundaries using an overhand throw c. running to the base and touching it, then returning to touch homeplate d. attempting to reach homeplate before the ball does e. using a mature underhand throw as the pitcher to pitch the ball to each batter f. fielding the ball thrown by the batter as a fielder g. throwing a fielded ball to homeplate to get the runner out	

PHYSICAL EDUCATION

GROUP SPORTS

Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	h. as catcher, touching homeplate before the runner does i. being able to call the batter out if a fly ball is caught or the ball reaches homeplate before he does j. allowing each person of the other team to have a turn at bat before changing positions k. being able to keep score	
	SIXTH GRADE	
Modified game	5.2 Given an explanation and a diamond, the student will correctly execute the skills of throwing, fielding and baserunning while participating with 17 other players in a game of Throw It and Run, in a manner characterized by: a. throwing the ball overhand when up to bat within the boundaries b. running the bases in order and stopping at the base he feels he must stop at in order to prevent being put out c. keeping his team's score d. taking his position correctly when playing the field e. fielding a thrown ball f. throwing to the appropriate base to put the baserunner out g. counting the outs correctly	
	SIXTH GRADE	
Advanced modified game	5.3 Given an explanation and a diamond, the student will correctly execute the skills of throwing, batting, fielding and baserunning while participating with 17 other players in a game of TeeBall in a manner characterized by: a. batting the ball off a tee into the field within the foul lines b. running the bases in sequence as far as he can without being put out c. keeping score properly d. play any position assigned him in the field e. fielding the batted ball f. attempting to put the runner out by throwing to the appropriate base g. attempting to touch the base or runner to put the runner out at a base h. calling a batter or runner out correctly	

GROUP SPORTS

Softball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	NINTH GRADE	
Official game	5.4 Given an explanation the student will be able to correctly execute the skills of throwing, batting, fielding and baserunning while participating in an official game of softball.	See Softball Rule Book

79

PHYSICAL EDUCATION

GROUP SPORTS

Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Overhead Pass	1. To demonstrate a functional overhead pass.	
Ball Contact	SIXTH GRADE 1.1 Given a verbal request, the student can contact a 7" ball suspended in a stationary position at chest level or higher in front of his body, 4 out of 5 times, in a manner characterized by: a. eyes on ball b. contacts ball c. ball is projected by all fingers and thumbs simultaneously as knees and arms extend forcibly upward d. follow through high in direction the ball is to go e. sends ball to height of 5 feet or more	
Contact A Moving Ball	SIXTH GRADE 1.2 Given a verbal request, the student can correctly contact a 7" ball, moving at chest level or higher in front of his body, 4 out of 5 times in a manner characterized by: a. passes moving ball to height of 5 feet or more or to another teammate b. passes ball a distance of 5 feet from his passing position c. maintains a mature (1.1) pattern	
Moves Into Position To Overhead Pass	SIXTH GRADE 1.3 Given a verbal request, the student can overhead pass a 7" ball 4 out of 5 times in a manner characterized by: a. passes ball to height of 10 feet or more b. passes ball a distance of 5 feet or more to target area 6' in diameter marked on the floor c. moves two or more steps to receive the pass d. maintains mature pattern	
Overhead Pass In Varying Directions For Accuracy	NINTH GRADE 1.4 Given a request, the student can overhead pass a self set volleyball 4 out of 5 times in a manner characterized by: a. passes ball to a height of 10' or more b. passes ball forward, backward, and to both sides of his original position to a target 6' in diameter at least 10' in distance	

PHYSICAL EDUCATION

GROUP SPORTS

Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Underhand Serve	2. To demonstrate a functional underhand serve.	
Pattern	SIXTH GRADE 2.1 Given a verbal request, the student can serve the ball 4 out of 5 times in a manner characterized by: a. a full pendular arm swing under the shoulder b. weight transfer to the foot opposite the striking arm c. hits ball with heel of striking hand d. follows through in the direction ball is to travel	
Pattern and Distance	SIXTH GRADE 2.2 Given a verbal request, the student will serve the ball correctly (2.1) 4 out of 5 times, over a net 6' high placed at a distance of 20 feet.	
Pattern And Distance And Accuracy	NINTH GRADE 2.3 Given a verbal request, the student can serve the ball correctly 4 out of 5 times over a net 8' high, at a distance of 30 feet and into the opponents court.	
Forearm Pass	3. To demonstrate a functional forearm pass.	
Pattern	SIXTH GRADE 3.1 Given a verbal request, the student can contact a volleyball, suspended in a stationary position in front of and below his waist, 4 out of 5 times in a manner characterized by: a. body in line with ball, knees bent b. as ball is contacted: knees extend, body rises upward c. ball rebounds off flat side of forearm d. sends ball to height of 5 feet or more	
Pattern Plus Positioning	SIXTH GRADE 3.2 Given a verbal request, the student can correctly (3.1) contact a volleyball thrown to a position in front of and below his waist, 4 out of 5 times in a manner characterized by: a. sends ball to a height of 6 feet or more b. sends ball a distance of 3 feet or more from his position	

GROUP SPORTS

Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Pattern Plus Positioning and Accuracy	NINTH GRADE 3.3 Given a verbal request, the student can move 2 or more steps into position and correctly forearm pass a volleyball played to a position below his waist, 4 out of 5 times in a manner characterized by: a. sends ball to height of 6 feet or more from his position or to another player b. ball falls to a target area 10' in diameter centered 10 feet from original position	
Spike	4. To demonstrate a functional volleyball spike.	
Contacts A Stationary Ball	SIXTH GRADE 4.1 Given a verbal request, the student can spike a ball suspended at standing reach height 4 out of 5 times in a manner characterized by: a. a mature vertical jumping pattern b. hits the ball above its center c. lands facing the net, keeping upper body erect	See fundamental skills
Spike A Moving Ball	SIXTH GRADE 4.2 Given a verbal request and properly "set" ball, the student can correctly (4.1) contact (spike) a moving ball over a net, positioned at standing reach height 4 out of 5 times in a manner characterized by: a. spikes moving ball over net b. ball lands within 8 feet of net c. does not touch net d. does not cross center line	
Spike With Accuracy	NINTH GRADE 4.3 Given a verbal request and a properly "set" ball, the student can correctly spike a moving ball over a 8' net, 4 out of 5 times in a manner characterized by: a. ball lands inbounds and within 6 feet of net b. does not touch net c. does not cross center line	

GROUP SPORTS

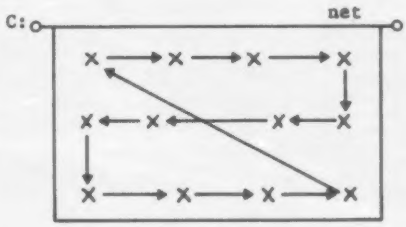
Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Block	5. To demonstrate a functional block.	
Blocking Contact	SIXTH GRADE 5.1 Given a verbal request, the student can move into a position to block a ball placed in a stationary position above a 6 foot net 4 out of 5 times in a manner characterized by: a. jumps with both hands extended to height of ball b. hands outstretched, thumbs close together c. jumps to within 1 foot of the net d. no follow through e. lands facing net, keeping upper body erect	
Block A Moving Ball	SIXTH GRADE 5.2 Given a verbal request, the student can correctly (5.1) block a volleyball moving over a 6 foot net, 3 out of 5 times, in a manner characterized by: a. does not contact net b. does not cross center line	
Moves Into Position To Block	NINTH GRADE 5.3 Given a verbal request and a volleyball spiked over a 10' wide section or a 8' high net, the student can move into position and correctly block the ball, 3 out of 5 times.	
Integration	6. To demonstrate the ability to play a functional game of volleyball.	
Lead Up Games	SIXTH GRADE 6.1 Given a verbal explanation, the student can correctly execute overhead passes and underhand serves while participating in a lead-up game characterized by: a. service - 2 trials b. simple positioning c. unlimited hits per person per side d. 20' x 40' court e. 5 point game	Lead up game: A two team game that includes a minimum of 1 skill, 1 rule, and a simple team strategy identified with the official game.

PHYSICAL EDUCATION

GROUP SPORTS

Volleyball

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Modified Game	SIXTH GRADE 6.2 Given a verbal explanation, the student can correctly execute the overhead pass, underhand serve, and forearm pass while participating in a modified game characterized by: a. 2 or 3 line positions, 3 or more players per line b. 1 hit per person, unlimited hits per side c. rotation d. official scoring - point, side out e. plays game to 7 points f. 6 foot net, court 20' x 40'	Suggested modified rotation: 
Advanced Modified Game	NINTH GRADE 6.3 Given a verbal explanation, the student will correctly execute the overhead pass, underhand serve, forearm pass, spike and block while participating in an advanced modified game characterized by: a. 3 hits per side, 1 hit per person b. backs up teammates c. fouls -catching, holding, pushing, body contact, net d. line violations e. official position and rotation f. net 6 feet high, court 60 feet by 30 feet	
Official Game	NINTH GRADE 6.4 Given a verbal explanation, the student will be able to correctly execute the overhead pass, underhand serve, forearm pass, spike and block while participating in an official volleyball game characterized by: a. 3 hits per side, 1-2-3 attack b. hits ball away from opponent's position c. official rules	

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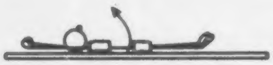
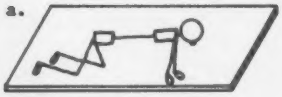
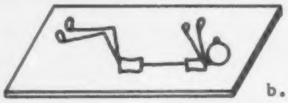
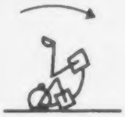
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Rolling And Turning Patterns	1. To execute basic rolling and turning patterns.	1.1 through 1.15 can be used for both boys and girls.
Log Roll	THIRD GRADE 1.1 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a log roll 2 out of 3 times as characterized by: a. body in prone position with arms above head covering ears, hands clasped and legs together with ankles crossed b. movement from prone to supine to prone (roll) while body remains extended c. hips and shoulders aligned during roll	
Side Roll	THIRD GRADE 1.2 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a side roll 2 out of 3 times as characterized by: a. hands and knees on mat with shoulders above hands, hip above knees, position reversed when individual is on back b. rolls from hand-knee position to back position to hand-knee position	a.   b.
Front Roll	THIRD GRADE 1.3 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a front roll, 2 out of 3 times as characterized by: a. body in squat position with hands and feet on mat, knees bent not touching the mat b. chin tucked to neck c. back of head placed on mat, hips move over upper trunk as hands push so student lands on back d. individual continues roll from back to feet to standing progression	
Back Roll	THIRD GRADE 1.4 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a back roll, 2 out of 3 times as characterized by:	

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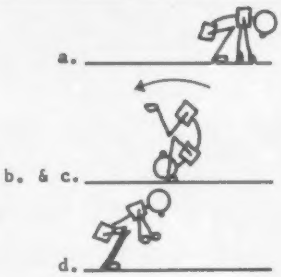
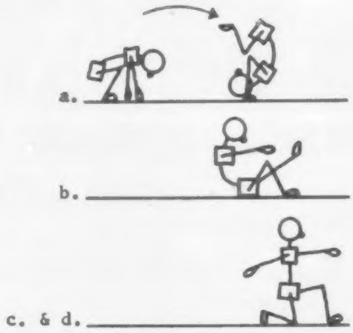
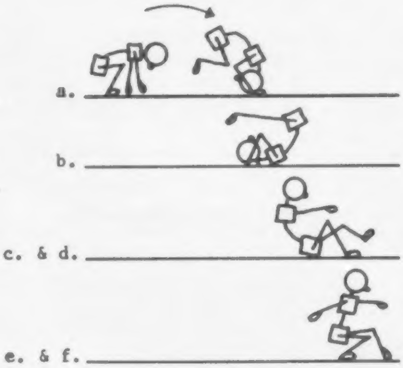
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. body in squat position with hands and feet on mat, knees bent not touching mat b. roll back to supine position with knees bent and hands on mat by ears c. knees tucked and hips pushed over face while both arms push on mat d. student lands on hands and feet and stands	
Forward Roll	THIRD GRADE 1.5 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll to knee and pose 2 out of 3 times as characterized by: a. begin in tuck position, place hands on mat, tuck head at push off b. continue roll onto back, one leg bends at knee and is tucked under the other leg--roll forward onto knee c. other leg is bent in front of body with foot placed on mat d. end posed on one knee, arms straight, extended and to the side	
Forward Roll To A Single Leg Squat	THIRD GRADE 1.6 Given a verbal explanation and demonstration or model of the correct action, the student can perform a forward roll to a single leg squat 2 out of 3 times as characterized by: a. begin same as forward roll b. as shoulders touch mat the legs straighten into a pike position c. continue roll, as hips contact mat, bend both legs d. right leg tucked under so as to rise onto the right foot e. left leg extended in front of body, with a slight bend of knee and toes of left foot pointed on mat f. arms extended out to the side	
Forward Roll From Stoop To Stand	THIRD GRADE 1.7 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll from a stoop position to a stand, 2 out of 3 times as characterized by:	

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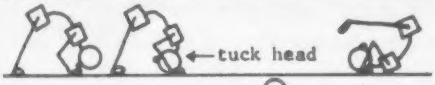
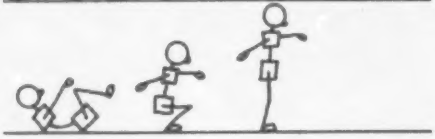
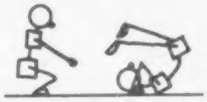
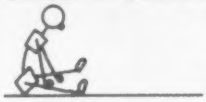
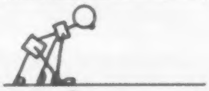
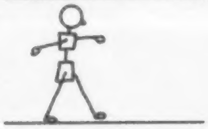
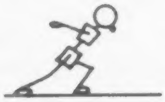
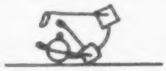
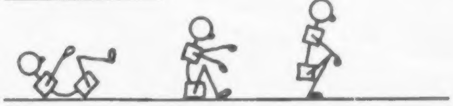
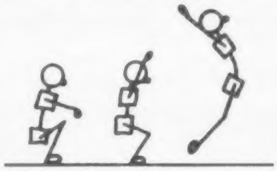
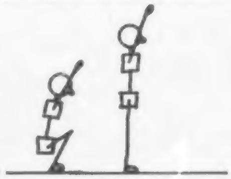
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. begin standing, feet together stoop down without bending knees, place hands on mat, tuck head, roll onto shoulders b. tuck legs and continue roll to tuck, then stand	a.  b. 
Straddle Roll	THIRD GRADE 1.8 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a straddle forward roll 2 out of 3 times as characterized by: a. start in a squat position, begin roll; when shoulders touch mat, legs immediately are separated into the straddle position, knees straight b. as the hips touch the mat, arms are swung forward with hands reaching for floor between legs (as close to crouch as possible) c. momentum is continued by leaning forward over hands with shoulders and forcefully pushing against the floor with the hands d. rise up onto feet in a straddle position, arms forward, then move to the side	a.  b.  c.  d. 
Forward Roll Without Hands	THIRD GRADE 1.9 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll without hands, 2 out of 3 times as characterized by: a. begin in a deep lunge position weight forward on bent leg, other leg extended behind b. tuck head and roll onto shoulders, arms are out to the side, legs are in pike position c. as the student rolls onto back, legs tuck, then rises onto feet in a tuck position	a.  b.  c. 
Forward Roll To An Arch Jump	THIRD GRADE 1.10 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll to an arch jump: a. start in squat position and perform forward roll b. as student returns to a squat position at the end of the roll, extend legs and jump into arch position c. as the student returns to floor, bend knees on landing, then extend to stand	b.  c. 

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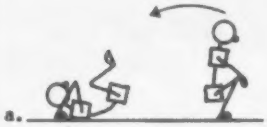
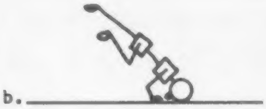
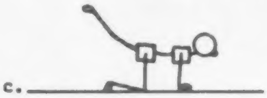
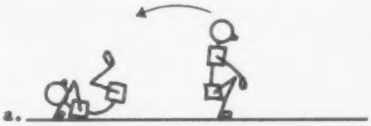
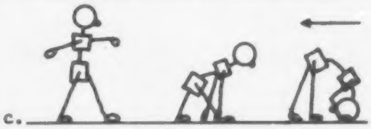
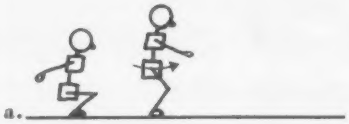
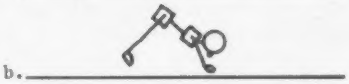
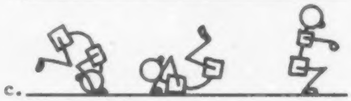
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Backward Roll	THIRD GRADE 1.11 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a back roll to a knee scale 2 out of 3 times as characterized by: a. begin in squat position, push away from mat with hands, roll onto back, knees tucked, hands placed on mat under shoulders b. as student rolls onto shoulder push against mat with arms, lift head and shoulders from mat; one leg remains tucked, other leg is extended c. as student completes roll, lands on one knee, other leg is extended, back arched, head up, hands on mat under shoulders	 Assist student by helping lift hips as they come over head.  
Backward Straddle Roll	THIRD GRADE 1.12 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a back straddle roll 2 out of 3 times as characterized by: a. begin in squat position, push away from mat with hands, roll back; place hands on mat under shoulders, knees are tucked b. as shoulders contact mat, push with arms, legs straighten and straddle c. continue to push with arms, land on straddled legs; push away from floor to straddle stand	 
Dive Roll	THIRD GRADE 1.13 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a dive forward roll 2 out of 3 times as characterized by: a. begin in a semi-squat position, arms back behind the body, swing arms forward and upward while pushing with the feet to extend the legs b. body momentarily is in the air c. place hands on mat, bend arms controlled, tuck legs and lower shoulders to the mat and continue rolling to a squat position	   This skill should be done on soft mats. Spotter should reach in and tuck the student's head before he touches ground. Can use a rolled up mat for students to dive over.
Back Roll To A Squat Pose	THIRD GRADE 1.14 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a back roll to squat pose 2 out of 3 times as characterized by:	

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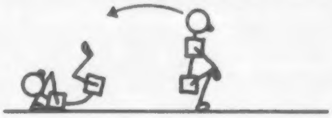
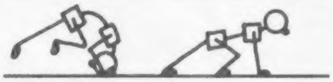
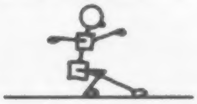
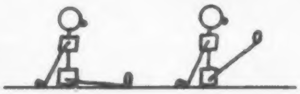
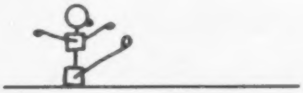
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. begin in squat position, initiate back roll, as roll onto shoulders, legs tucked, push away from mat with arms b. as body rolls over, place one foot on floor in squat position, other leg extended c. as arms push away from mat, the extended leg swings forward and foot is placed on mat; arms are lateral for balance.	a.  b.  c. 
Combinations	SIXTH GRADE 1.15 Given a verbal explanation and a demonstration or model of the correct action, the student can perform 3 of the 4 following combinations of the various rolls while maintaining acceptable patterns: a. forward roll, squat, forward roll, forward roll from a stoop position, dive forward roll, forward roll straddle, stand b. forward roll squat, forward roll, arch jump, dive forward roll, straddle forward roll, forward roll without hands, forward roll to single leg squat c. back roll, squat, back roll, back straddle roll, back straddle roll, back roll to knee scale d. combinations of back and forward rolls	Instructor should let student create own combinations of rolls.
Specified Upright Balances	2. To demonstrate the ability to perform specified upright balances.	
V-Support	THIRD GRADE 2.1 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a V-support 2 out of 3 times in a manner characterized by: a. sitting on the floor with the hands placed on the floor with elbows straight and fingers pointed away from body b. legs slowly elevated and extended with feet together	
V-Seat	THIRD GRADE 2.2 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a V-seat 2 out of 3 times in a manner characterized by: a. sitting on the floor and extending arms from the sides of the body b. legs slowly elevated and extended with feet together	

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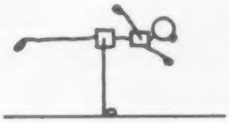
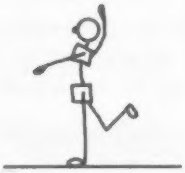
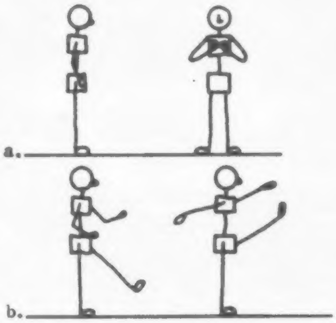
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Front Scale	THIRD GRADE 2.3 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a front scale 2 out of 3 times in a manner characterized by: a. even weight distribution on one leg while the opposite leg is extended backwards until it and the body trunk are parallel to the floor b. arms are extended to the sides c. head is held up facing forward	
Attitude	THIRD GRADE 2.4 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate an attitude 2 out of 3 times characterized by: a. begin standing on two feet. Shift weight to one foot and lift the other foot rearward while bending the knee outward b. the upper body remains erect with arch in back c. the arm on the side of the support leg is extended at side at shoulder height d. the other arm is rounded and held up over head	
Kick Pose	THIRD GRADE 2.5 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a kick pose as characterized by: a. begin standing, arms at sides, arms are crossed in front of chest b. kick up straight leg in front of body; at same time arms unfold and are extended straight laterally.	
Inverted Balances	3. To demonstrate the ability to perform inverted balances.	
Tripod	THIRD GRADE 3.1 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a stable tripod for 3 seconds in a manner characterized by:	

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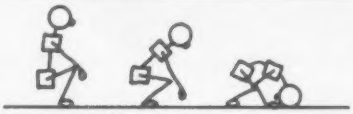
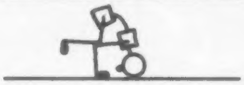
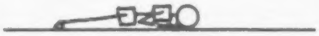
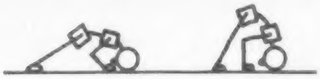
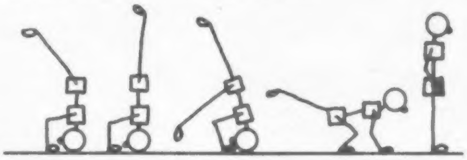
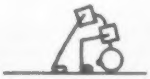
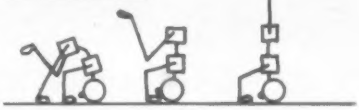
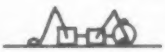
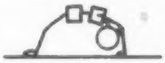
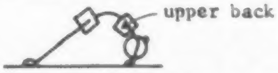
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. begin in a squat position, place hands on mat, shoulder width apart, place the head on mat (at hairline) forming triangle with hands b. bend elbows, kick hips up and place knees on elbows	a.  b.  Spotter - stand at back of performer and steady hips.
Headstand	SIXTH GRADE 3.2 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a stable headstand for 3 seconds in a manner characterized by:	
	a. begin in prone position, hands placed on mat under the shoulders b. place head (hairline) on mat forming a triangle with hands; pull hips up to a piked position, weight is transferred to the head & hands; stop hips when over base of support c. straighten legs by extending the hips; hold to show balance; then step down with one leg; place foot on floor and push away with hands to stand	a.  b.  c. 
	Alternate method of getting into headstand:	
	a. start with head and arms forming triangle and hips over base of support, legs piked with feet on floor b. kick up to a tuck position with hips over base of support, extend legs slowly so as to end in headstand c. step down to stand	a.  b. 
Bridge	SIXTH GRADE 3.3 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a bridge as characterized by:	
	a. begin lying on back, hips and knees flexed, feet flat on the mat close to buttocks, hands flat on mat under shoulders, fingers pointing toward shoulders b. push up by extending arms and legs, head extended back toward shoulders, back arched into bridge or back bend position c. straighten legs and shift weight over shoulders; arch should be in upper back, not lower back.	a.  b.  c.  Can help student achieve this position by standing at head, grasp under shoulders and pull

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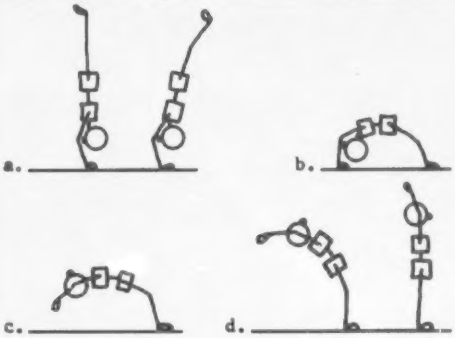
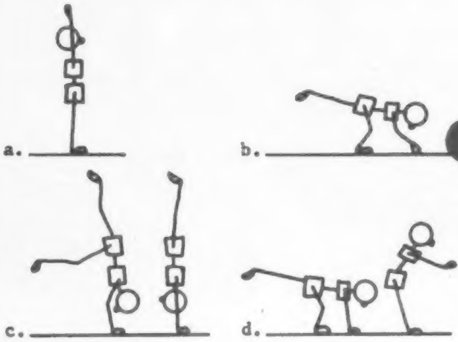
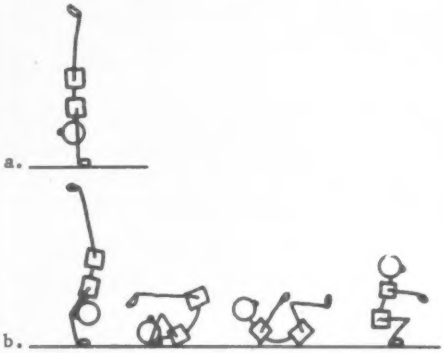
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Handstand Limbre	NINTH GRADE 3.4 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand limbre 2 out of 3 times as characterized by: a. kick to a handstand, overbalance by extending shoulders behind hand placement b. as balance is lost, arch back and place feet on floor; body will be in a back bend position c. push with hands and force hips forward over feet; extend legs d. keep arms and head back until standing	 Spotter at side of performer, support by grasping thigh.
Handstand	NINTH GRADE 3.5 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand for 3 seconds in a manner characterized by: a. begin standing in a stretched position, arms extended over head b. step forward on one foot, reach with arms as far as possible for mat; other leg extended, head extended, look at hands c. kick extended leg up, then kick support let up until reach controlled inverted position with shoulders over the hands, hips over the shoulders and heels over shoulders d. step down with one leg and push away with arms to a stand on both feet	 Hint: The student must push with entire body through toes to touch ______ --tighten muscles, especially abdominals to eliminate arch; keep arms straight.
Handstand With Forward Roll	NINTH GRADE 3.6 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a handstand forward roll 2 out of 3 times as characterized by the following: a. begin as doing handstand; once in inverted position, show balance and control b. overbalance; bend arms slowly, flex hips into pike position, tuck head and place shoulders on mat and continue to roll to squat position	 Remember: to tuck head
Turns and Springs	4. To demonstrate the ability to perform specific springs and turns.	

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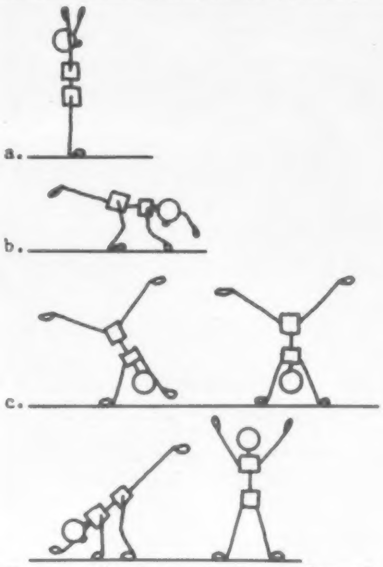
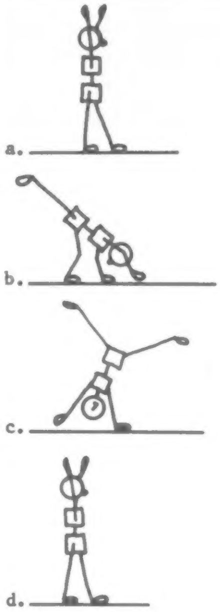
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Cartwheel	SIXTH GRADE 4.1 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate the cartwheel 2 out of 3 times as characterized by: a. stand facing forward, arms extended over head, body stretched (throughout) b. step forward onto right foot, bend knee and shift weight to this leg, place right hand on mat, fingers pointing forward (hands placed on line with foot), forcefully swing left leg upward, immediately push with support (right) leg (legs remain straddled) c. as second leg leaves mat, left hand is placed on mat, continue turn, left foot is placed on mat with right leg extended, right arm pushes away from mat, return to upright position and place right foot on mat The cartwheel should be performed both to the right and to the left.	 The cartwheel should be performed to a 1,2,3,4 rhythm. Right hand, left hand, left foot, right foot. It should be performed in a straight line. Head is extended throughout. Body ________________
Cartwheel 1/4 Turn	SIXTH GRADE 4.2 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate the cartwheel 1/4 turn 2 out of 3 times as characterized by: a. stand facing forward, arms extended over head, body stretched b. step forward onto the left foot, bend knee and shift weight to this leg, place the left hand on the mat, fingers pointing forward (hands placed in line with foot) c. forcefully swing the right leg upward, immediately push with the left leg d. as the left leg leaves the mat the right hand is placed on the mat; continue turn, as the right foot is placed on mat it is turned out in direction in which wheel is going; left leg is extended, left arm pushes away from the mat, return to upright position with 1/4 turn, facing forward	

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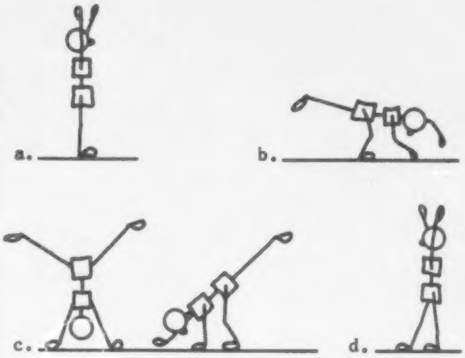
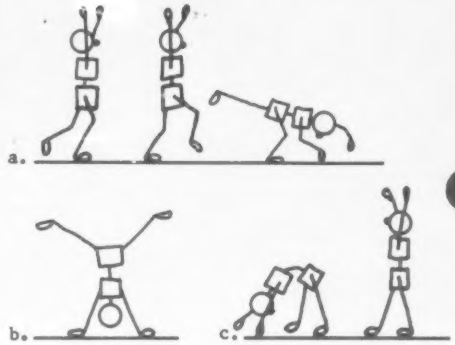
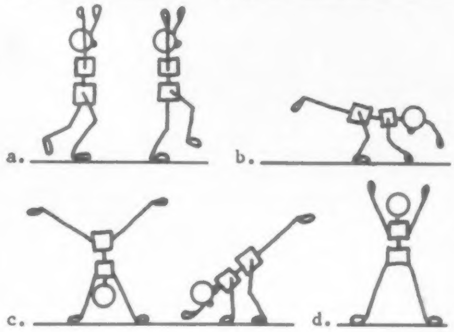
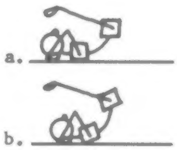
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Cartwheel - 1/4 Turn Inward	SIXTH GRADE 4.3 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate the cartwheel with a 1/4 turn inward 2 out of 3 times, as characterized by: a. same as cartwheel 4.1 b. same c. same d. as the first leg lands, the foot should be turned in toward the starting direction.	
Roundoff	SIXTH GRADE 4.4 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a round-off 2 out of 3 times, as characterized by: a. run, hurdle, place right foot on the mat, then right arm as in a cartwheel b. as the legs reach the overhead position hold them momentarily c. then snap the legs down to the mat with a 1/4 turn and end facing the direction from which began	
Running Cartwheel	NINTH GRADE 4.5 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a running cartwheel as characterized by: a. begin with a run and a hurdle b.) c.) same as for cartwheel d.)	
Kip	NINTH GRADE 4.6 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a mat kip 2 out of 3 trials as characterized by: a. lying on back, hands placed on mat under shoulders, fingers pointed toward shoulders, legs piked over head b. roll forward onto shoulder blades (hips off mat)	

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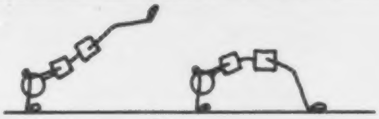
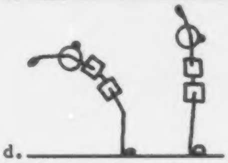
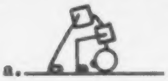
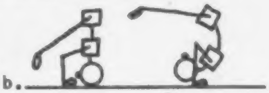
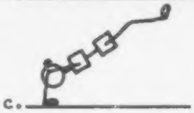
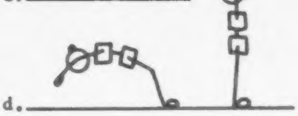
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	c. lower hips slightly while thrusting legs upward and forward, at same time push forcefully with hands, arch back d. land on feet, feet under body, knees together and straight	c.  d.  Hint: arms and head should remain back until standing.
	NINTH GRADE	
Headspring	4.7 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a headspring 2 out of 3 times as characterized by:	
	a. begin on mat with head and hands in form of triangle, legs piked with toes on floor b. extend legs, hips travel past head causing loss of balance c. thrust legs upward and forward, at same time push forcefully with hands d. extend body, back arched, head back and arms over head, feet contact floor, force hips forward	a.  b.  c.  d.  When first performed, should be done from a higher surface, such as a rolled mat.

PHYSICAL EDUCATION

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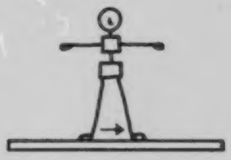
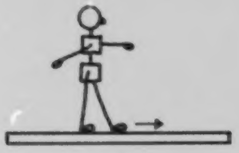
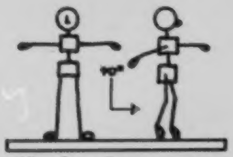
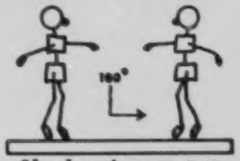
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Low Balance Beam	5. To demonstrate competence on the low balance beam.	
Side Slide	THIRD GRADE 5.1 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a side slide over an eight foot low balance beam 2 out of 3 times as characterized by: a. front of body turned away from ends of balance beam, arms raised and extended from sides b. movement sideways of feet in a close step manner with the same foot leading	5.1 
Forward Walk	THIRD GRADE 5.2 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a front walk over an eight foot low balance beam 2 out of 3 times as characterized by: a. student facing end of balance beam, with arms raised and extended from sides b. movement of feet using an alternating foot pattern forward	5.2 
1/4 Turn	THIRD GRADE 5.3 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a quarter turn on low balance beam 2 out of 3 times as characterized by: a. turning body and feet 90° without falling from beam	5.3  Slowly rise on toe and turn 90°
1/2 Turn	THIRD GRADE 5.4 Given a verbal explanation and demonstration or model of the correct action, the student will demonstrate a half turn on low balance beam 2 out of 3 times as characterized by: a. turning body and feet 180° without falling from beam	5.4  Slowly rise on toe and turn 180°
Simple Combinations	THIRD GRADE 5.5 Given a verbal explanation and demonstration or model of the correct action, the student will demonstrate activities in simple combinations on low balance beam 2 out of 3 times as characterized by:	

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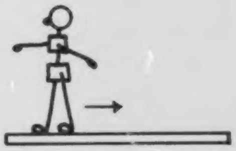
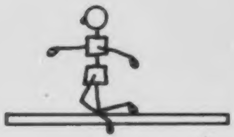
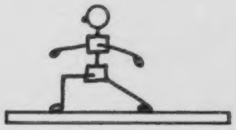
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. side slide--quarter turn--front walk b. front walk--half turn--front walk c. front walk--quarter turn--side slide	
Back Walk	THIRD GRADE 5.6 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a back walk over an eight foot low balance beam 2 out of 3 times as characterized by: a. student facing end closest to him with arms raised and extended at sides of his body b. movement of feet using an alternating foot pattern backwards	5.6 
Knee Stand	THIRD GRADE 5.7 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a knee stand on the low balance beam for 5 seconds, 2 out of 3 times as characterized by: a. one knee on the beam with the body trunk erect b. other knee off beam, flexed and to the side	5.7 
Lunge	THIRD GRADE 5.8 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a lunge for 3 seconds, 2 out of 3 times on a low balance beam as characterized by: a. front leg flexed to an angle of 90°, back leg extended backward with trunk erect	5.8 
Combination	THIRD GRADE 5.9 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate activities in combination on low balance beam 2 out of 3 times as characterized by: a. backwalk--lunge--knee stand	

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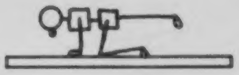
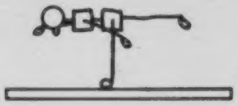
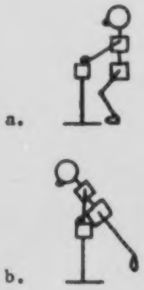
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Knee Scale	SIXTH GRADE 5.10 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate a knee scale on low balance beam for 5 seconds in 2 out of 3 trials as characterized by: a. student places both hands and one knee on beam b. other leg extended back and above balance beam c. leg and trunk parallel to beam	5.10 
Front Scale	SIXTH GRADE 5.11 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate front scale on low balance beam for 5 seconds in 2 out of 3 trials as characterized by: a. arms extended and raised from sides b. student places foot on beam and lifts one leg backwards from beam c. leg and trunk parallel to beam	5.11 
Combinations	SIXTH GRADE 5.12 Given a verbal explanation and a demonstration or model of the correct action, the student will demonstrate combinations of activities on the low balance beam 2 out of 3 times as characterized by: a. knee scale, stand, front scale	
Regulation Balance Beam	To demonstrate appropriate competence on the regulation balance beam (16' long, 4' high)	Note: Skills 5.1 through 5.12 should also be performed on the regulation beam.
Mounts	NINTH GRADE 5.13 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a front support to a straddle seat as characterized by: a. stand facing beam, hands on beam, fingers forward b. flex legs and extend, jump forward and upward so as to rest on hips on the beam, arms are straight, shoulders slightly forward of beam, body extended	5.13 

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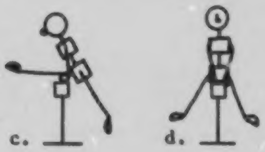
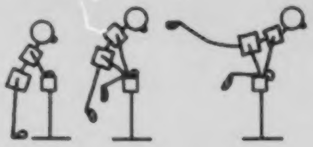
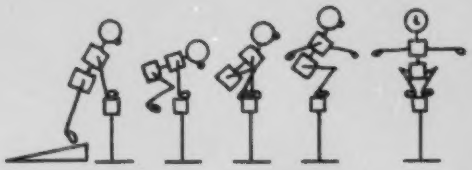
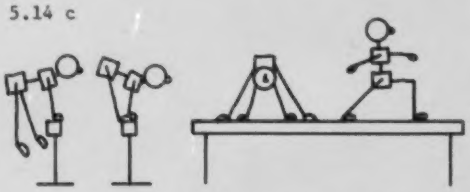
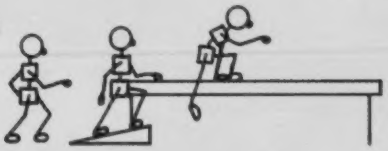
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	c. shift weight forward over hands and swing one straight leg over beam d. end in straddle seat facing length of beam, hands grasping beam between legs	
	NINTH GRADE 5.14 Given a verbal explanation and a demonstration or model of the correct action, the student can perform 2 of the following mounts in the manner characterized:	
	a. Knee Scale Mount -stand facing the beam, hands in forward grip on beam, shoulder width apart -jump up, supporting self with straight arms while placing one knee on beam between hands -shoulders should be forward of hands, head should be extended and up, other leg is extended up from the hip and straight, back arched	5.14 a 
	b. Squat Mount -stand facing beam about 3 yards away, run, hurdle to 2 foot take-off on a reuther board, place hands in forward grip, shoulder width apart, jump up lifting hips above beam -tuck knees to chest and place balls of feet on the beam between the hands -shoulders are slightly forward of hands, head is up -move arms up to lateral, and squat, turn 1/4 so as to end facing length of beam	5.14 b  Spot: Stand on other side of beam grasp upper arms help maintain balance
	c. Straddle Mount -same as for squat mount, except hands are placed together -as jump and lift hips above level of beam, legs straddle and place balls of feet on the beam in a wide straddle position -shoulders slightly forward of hands, head up -turn and lunge forward by bending one knee and transferring weight forward to that leg, arms lateral	5.14 c  Spot: Stand on other side of beam grasp upper arms help maintain balance
	d. Step On Mount -run up reuther board and place inside hand on beam, swing inside leg forward onto beam in front of hand, end in squat on that leg	5.14 d 

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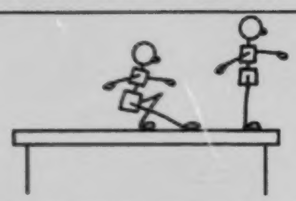
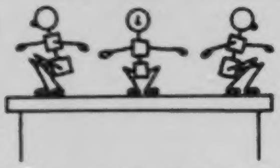
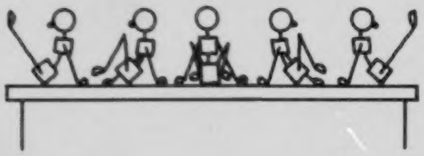
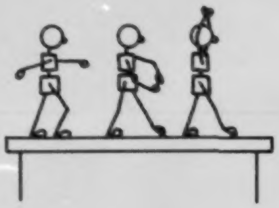
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	-swing second leg up onto beam in extended position, placed on beam in front of other foot -swing weight forward onto front foot and stand -arms swing up to lateral	
1/2 Turns	NINTH GRADE 5.15 Given a verbal explanation and a demonstration or model of the correct action, the student will perform the squat 1/2 turn on the beam as characterized by: a. in squat position on balls of feet, one foot slightly in front of other, upper body straight, head up b. begin turn with hips and shoulders, keep knees together, turn in direction of back foot, arms extended laterally c. eyes spot other end of beam	Spot: Grasp hand and outside arm, run along with student help lift and steady 5.15  Spotting -- It is important to focus on a stationary spot opposite beam to help maintain balance as turn is completed
V-Seat	NINTH GRADE 5.16 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a V-seat 1/2 turn as characterized by: a. begin in a V-seat, resting on spine, arms supporting behind body, hips are flexed so that legs are piked b. flex knees tight to body, reach for beam in front of thighs with right hand, pull with arm so as to pivot on buttocks to the right, as continue to turn, pull with left hand so as to end facing the other end of beam c. place both hands behind hips on beam, extend knees so as to end in V-seat	5.16  Important: Keep legs tightly tucked to chest as turning so as not to lose balance--when in V-seat arms should be straight
Waltz Step	NINTH GRADE 5.17 Given a verbal explanation and a demonstration or model of the correct action, the student will perform a waltz step as characterized by: a. arms begin extended laterally, step forward with right flexed leg, swing arms down and forward b. step forward onto toes of the left leg, arms continue to swing up c. step forward onto toes of the right leg, arms rounded over head	5.17 

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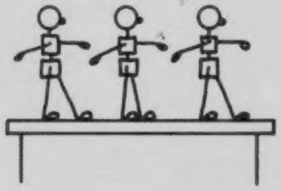
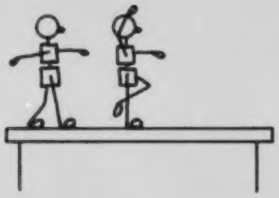
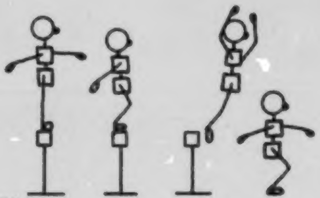
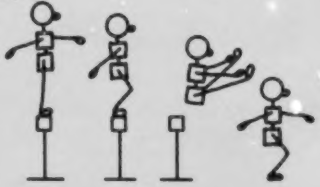
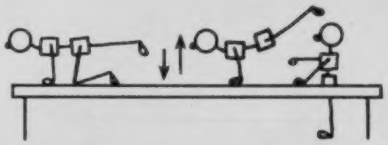
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Chasse Step	NINTH GRADE 5.18 Given a verbal description and a demonstration or model of the correct action, the student will perform a chasse step as characterized by: a. facing length of beam, arms extended laterally b. slide the left foot forward close right to left, slide left forward again c. may be performed with either foot leading	5.18 
Hop	NINTH GRADE 5.19 Given a verbal description and a demonstration or model of the correct action, the student will perform a hop as characterized by: a. step forward onto right foot, arms lateral b. hop on right foot, while bending left knee, right arm over head, left lateral	5.19 
Dismount	NINTH GRADE 5.20 Given a verbal explanation and a demonstration or model of the correct action, the student can perform 2 of the following dismounts in the manner characterized: a. Arch Jump Dismount -begin standing on beam sidewards, flex hips and knees and jump up and forward -reach up over head with arms and arch back, keep legs straight -land by flexing knees as contact floor and stand b. Straddle Jump Dismount -same as arch jump -as leave beam, straddle legs and touch hands to toes -extend legs, as contact floor, flex knees and extend c. Knee Scale Dismount -begin in knee scale on beam -swing extended leg down and up forcefully, as extended leg swings up, push off from beam with other leg, legs together in air, push away from beam -end standing with side to beam hand on beam	5.20 a  5.20 b  5.20 c 

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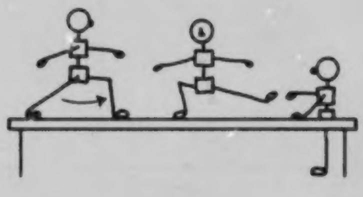
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	d. Walk Turn Dismount -begin in a lunge position length-wise on beam, arms lateral -raise up on toes on flexed leg, swing extended leg to initiate turn in direction of bent knee -swing 3/4 turn, push off beam, grasp beam with hand, land with shoulder toward beam	5.20 d 
Routine	NINTH GRADE 5.21 Given a verbal explanation and a demonstration of correct form and the acquisition of the following skills, the student can perform the following skills in a continuous routine: a. front support to straddle seat mount b. V-seat c. V-seat turn d. chasse e. squat turn f. waltz steps g. step hop h. pivot turn i. lunge j. lunge turn dismount	The routine should be broken into sequences and taught one sequence at a time, adding sequence to sequence until the entire routine is learned. The student should then be given time to practice to improve form and rhythm of the the routine
Trampoline	6. To demonstrate competence on the trampoline.	Spotter must be used.
Mount and Dismount	SIXTH GRADE 6.1 Given a verbal request, the student can perform proper mounting and dismounting of a trampoline 2 out of 3 times as characterized by: a. mounting trampoline from chair, sitting on the edge of trampoline b. legs turned around onto bed c. stand and walk to center of bed d. dismount trampoline: reverse of a, b, c	
Bounce And Stop	SIXTH GRADE 6.2 Given a verbal request, the student can bounce and stop on trampoline 2 out of 3 times as characterized by: a. vertical jump, keeping feet shoulder width apart with knees slightly bent on bed, feet together while in the air b. arms lift as body moves upward, arms drop while body comes down c. trunk is straight, head is up and eyes are forward	

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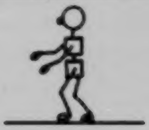
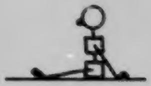
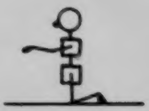
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	d. when body comes down knees bent on contact of bed to stop	d. Stop 
1/2 Twist	SIXTH GRADE 6.3 Given a verbal request, the student can demonstrate a half twist 2 out of 3 times as characterized by: a. moving head to one side with arms close to body as jump is initiated from bed with completion of half twist as individual returns to bed	
Full Twist	SIXTH GRADE 6.4 Given a verbal request, the student can demonstrate a full twist between controlled bounces, 2 out of 3 times as characterized by: a. moderately high bounce, turn of head to one side, arms close to the body as jump is initiated from bed with completion of full twist as individual returns to bed	
Seat Drop	SIXTH GRADE 6.5 Given a verbal request, the student can demonstrate a seat drop, 2 out of 3 times as characterized by: a. a controlled bounce, to a sitting position, with hands down at the sides of the hips with palms down on the bed b. legs extended straight in front of the body causing seat and heels to hit the bed simultaneously c. bounce upward, legs drawn under body as individual returns to a standing position	b. 
Knee Drop	SIXTH GRADE 6.6 Given a verbal request, the student can demonstrate a knee drop 2 out of 3 times, as characterized by: a. hands extended forward at chest with elbows slightly bent b. trunk erect and straight, heels do not touch buttocks c. knees and toes contact bed simultaneously	b. 
Hand - Knee Drop	SIXTH GRADE 6.7 Given a verbal request, the student can demonstrate a hand-knee drop 2 out of 3 times, as characterized by:	

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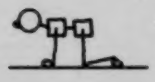
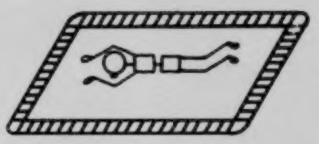
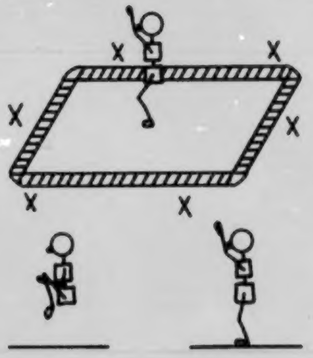
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. arms extended with hands under shoulders, hips bent with knees under hips and toes extended, all three -- hands, knees, toes -- touching mat from a controlled bounce b. push off from mat to standing position	a. 
Front Drop	SIXTH GRADE 6.8 Given a verbal request, the student can demonstrate a front drop 2 out of 3 times as characterized by: a. hands extended in front of forehead with palms open, fingers straight, elbows slightly bent, head turned slightly to the side b. forearms, abdomen and thighs hitting bed simultaneously with hands in prone position c. push off from bed with palms and forearms to a standing position	
Combinations	SIXTH GRADE 6.9 Given a verbal request, the student can demonstrate 2 or more trampoline skills 2 out of 3 times in a continual motion, taken from the following: a. controlled bounce and stop b. half turn c. full turn d. seat drop e. knee drop f. hand-knee drop g. front drop	
Tuck Jump	SIXTH GRADE 6.10 Given a verbal request, the student can perform the tuck jump 2 out of 3 times as characterized by: a. as legs extend and the body is in the air, the knees are bent tightly to the chest b. the hands clasp the shins to help keep tight tuck c. the body remains in a vertical position, head up d. as begin descending, extend legs and arms, bend hips and knees on contact with mat	Should have spotters present where X appears: 
Straddle Jump	NINTH GRADE 6.11 Given a verbal request, the student can perform the straddle jump 2 out of 3 times as characterized by: a. as body ascends into air the hips are flexed and the legs are straddle	

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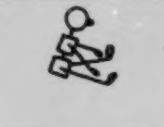
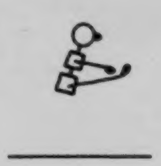
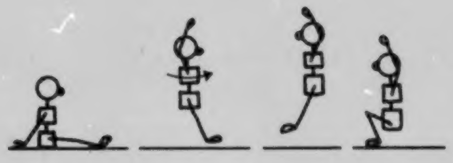
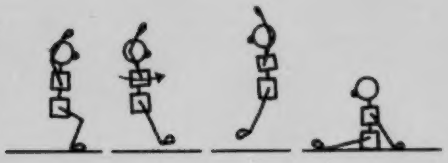
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. the upper torso leans forward and the hands touch toes c. legs are extended before landing	
Pike Jump	NINTH GRADE 6.12 Given a verbal request, the student can perform the pike jump 2 out of 3 times as characterized by: a. when body is in the air the hips are flexed, legs brought straight up and together b. body bent slightly forward c. legs straight	
Seat Drop 1/2 Twist to Seat Drop	NINTH GRADE 6.13 Given a verbal request, the student will perform the seat drop 1/2 twist to a stand as characterized by: a. from a seat drop, as body extends initiate twist with head and shoulders, arms are vertical b. turn 1/2, end facing other way c. land on feet	
1/2 Twist to Seat Drop	NINTH GRADE 6.14 Given a verbal request, the student will perform a 1/2 twist to the seat drop as characterized by: a. jump, initiate twist with head and shoulder, arms vertical b. as finish twist, lift legs, arms drop behind hips, seat drop	
Routine	NINTH GRADE 6.15 Given a verbal request, the student can perform the following routines: a. 2 bounces tuck jump 1/2 turn bounce seat drop bounce straddle jump bounce knee drop seat drop 1/2 turn bounce stop	The combinations should be performed with good form. The student should be encouraged to create combinations of his own.

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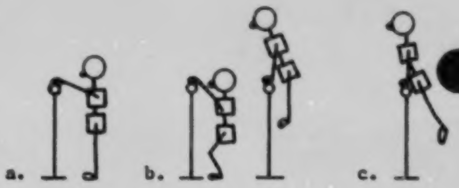
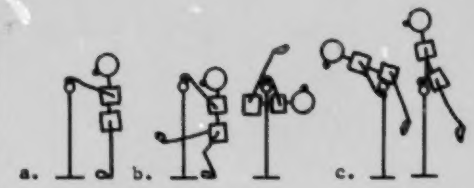
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. 2 bounces pike jump bounce hand and knee drop front drop knee drop bounce full turn seat drop tuck jump stop	
Uneven Parallel Bars (Girls)	7. To demonstrate appropriate competence on the uneven parallel bars.	
Front Support Mount	NINTH GRADE 7.1 Given a verbal request, the student can demonstrate a front support mount 2 out of 3 times, characterized by: a. stand facing the low bar, hands grasp bar using the regular grip with fingers on top and thumbs below, shoulder width apart b. flex, then extend legs, jump up while simultaneously pushing down on arms and straighten elbows c. end with weight on upper thigh, arms are straight, back slightly arched, head up and toes pointed	
Back Hip Pullover Mount	NINTH GRADE 7.2 Given a verbal request, the student can demonstrate a back hip pullover mount 2 out of 3 times characterized by: a. stand facing the low bar, grasp bar with hands using regular grip b. pull chest toward bar with arms and kick one leg (straight) upward and over the bar, following with the other leg c. continue to pull around bar until body finishes in a straight arm support (hands must rotate as body circles)	 Spot - help hips over bar
Swing Squat Mount	NINTH GRADE 7.3 Given a verbal request, the student can demonstrate a beat swing squat mount 2 out of 3 times characterized by: a. jump and grasp the high bar to a long hang, forward grip	

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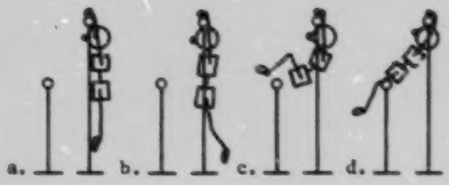
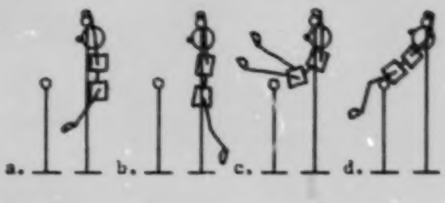
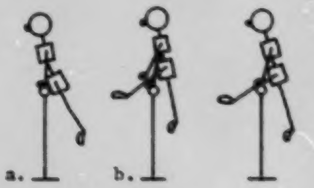
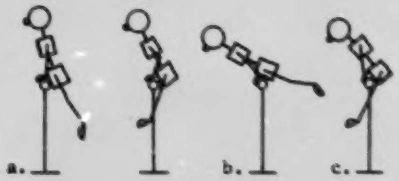
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. force hips backward lifting the legs up, then hips forward and legs back c. as hips move forward tuck knees to chest and extend legs upward over bar d. end resting on upper thigh on low bar in a rear support	
Swing Straddle Mount	NINTH GRADE 7.4 Given a verbal request, the student can demonstrate a beat swing straddle mount. a. jump and grasp the high bar with a regular grip-long hang b. force hips back and legs forward and upward, then force hips forward and legs back c. as hips move forward, lift legs upward and sideward into a straddle, over low bar d. finish in a rear support on low bar	
Single Leg Flank	NINTH GRADE 7.5 Given a verbal request, the student can demonstrate a single leg flank 2 out of 3 times as characterized by: a. begin in a front support, with forward grip b. lift one leg up and sideward over the low bar, as the leg cuts over left hand and shift weight to other hand momentarily so to allow leg to pass over bar; then replace hand	 Arms should remain straight; action should be done rapidly; shoulders must be kept over bar
Cast	NINTH GRADE 7.6 Given a verbal request, the student can demonstrate a cast 2 out of 3 times as characterized by: a. begin in front support, regular grip, flex hips (legs under bar) arms bent slightly, shoulder move forward of bar b. legs are thrusted away from bar and up, body moves away from bar in an extended position; arms are straight (shoulders forward of bar) c. swing back to bar - pike as hit bar, straighten into a front support	 Spot - stand outside bar, support arm and help lift thighs up and away from bar.

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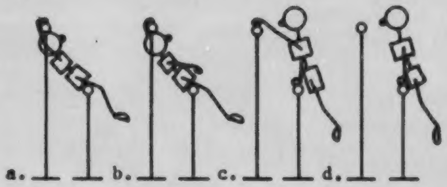
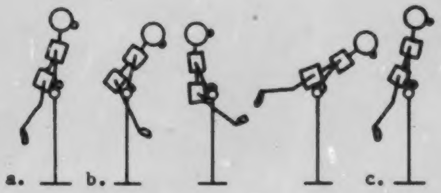
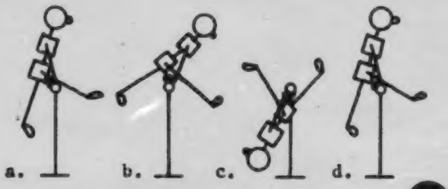
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Thigh Roll	NINTH GRADE 7.7 Given a verbal explanation and demonstration or model of the correct action, the student can demonstrate a thigh roll of 180° 2 out of 3 times as characterized by: a. begin in rear lying support on low bar, hands in regular grip on high bar b. reach for bar to the left of the left thigh with the right hand, grasp with forward grip, support weight on right arm c. roll to left on thighs, end in support on front of both thighs d. release left hand and grasp low bar, end in front ____________	
Back Hip Circle	NINTH GRADE 7.8 Given a verbal explanation and demonstration or model of the correct action, the student can perform a back hip circle 2 out of 3 times as characterized by: a. begin in front support on bar, cast away from bar b. as body returns to bar, pike into bar and whip legs up and over the bar; keep hips close to bar, pull body around by using arms c. hand rotate as circle, return to a front support	
Mill Circle	NINTH GRADE 7.9 Given a verbal explanation and demonstration or model of the correct action, the student can perform a mill circle 2 out of 3 times as characterized by: a. begin in a stride support, hands in rear grip (fingers below bar, thumbs on top) upper body erect b. lift body off the bar, initiate forward movement by taking a step forward leading with the hips, upper body remains erect c. as begin circle, legs close so that thighs rotate around bar, hand rotate as body circles d. as return to stride position, still lead with hips, stop forward momentum with hands, end in starting position	
Skin the Cat	NINTH GRADE 7.10 Given a verbal explanation and demonstration or model of the correct action, the student can perform a skin the cat 2 out of 3 times as characterized by:	

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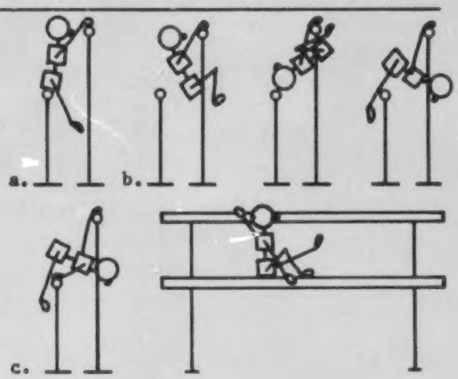
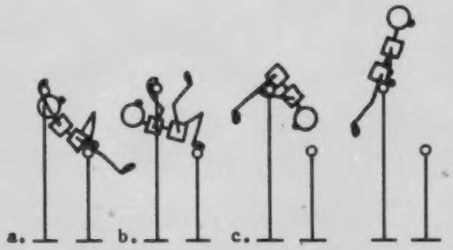
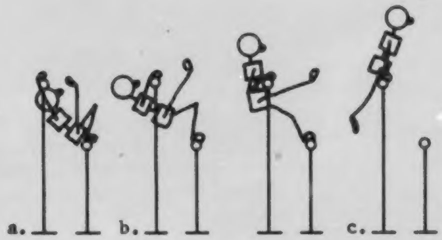
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. sit on low bar facing high bar, hands in regular grip on high bar b. pike at the hips and bring the legs up and between the arms and continue until top of shins rest on low bar c. immediately release right hand and regrasp low bar, reaching across to opposite of body; at the same time turn in that direction, ending sitting on bar lengthwise with one foot on bar and other leg straight	
Pullover - Low To High	NINTH GRADE 7.11 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a pullover from the low bar to the high bar 2 out of 3 times as characterized by: a. begin in rear lying hang, hands in regular grasp on high bar; one knee is bent with the ball of that foot on the low bar, the other leg is extended b. push against bar with foot, straightening the leg and push hips up to high bar, at the same time kick vigorously with the straight leg up and over the bar c. pull the body up to the bar, rotate around the bar at the hips and end in front support on high bar	 Spot - assist hips up and over bar; grasp ankle to steady in front support
Single Leg Rise	NINTH GRADE 7.12 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a single leg stem rise to the high bar 2 out of 3 times as characterized by: a. begin with one foot on low bar, other leg extended toward ceiling so ankle is touching, and hands in regular grip on high bar, arms straight b. straighten the flexed leg by pushing against bar, hips are forced up and backwards close to high bar; foot remains on bar until body almost reaches front support on high bar c. rotate hands, straighten arms, finish in a front support	 Spot - assist hips up to bar

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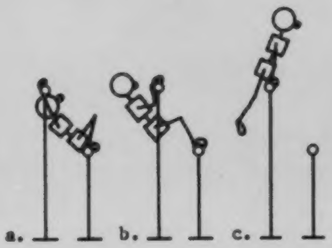
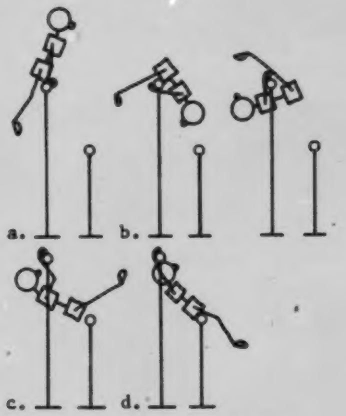
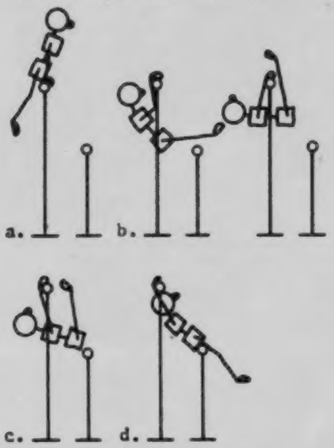
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Double Leg Rise	NINTH GRADE 7.13 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a double leg stem rise to the high bar 2 out of 3 times as characterized by: a. begin with both feet on low bar, knees flexed, hands in regular grip on high bar, arms extended b. push against bar with both feet, extending the legs, pushing hips up to high bar, arms straight, push against bar c. rise to a front support on the high bar	
Forward Roll To Rear Support	NINTH GRADE 7.14 Given a verbal explanation and a demonstration or model of the correct action, the student can perform a forward roll to a rear support on the low bar a. begin in front support on high bar facing low bar; hands in regular grip b. bend at the hips, rotate the hands around bar c. swing straight tight legs over high bar, down to low bar, arms slightly bent (controlling movement) assist hips down slowly, lower legs down to bar slowly d. end resting on upper thighs on low bar	 Assist hips down slowly
Kip - High To Low	NINTH GRADE 7.15 Given a demonstration and a verbal explanation and a model of the correct action, the student can perform a kip from the high bar to the low bar 2 out of 3 times, as characterized by: a. begin in front support on high bar b. drop hips away from bar, pike legs bringing ankles to high bar as body drops under bar, hands rotate backwards; upper body drops backward and downward c. extend hips so as to land controlled on low bar on back of upper thighs d. end in a rear lying support	

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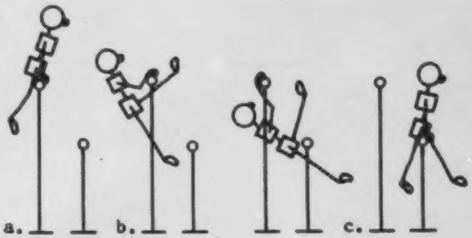
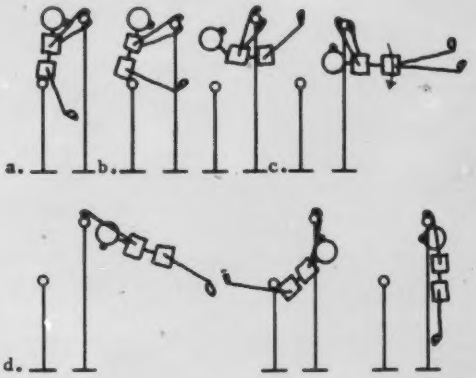
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Under Swing To Stride Support	NINTH GRADE 7.16 Given a verbal explanation and a demonstration or model of the correct action, the student will perform an under swing to a stride support 2 out of 3 times as characterized by: a. begin in a front support on the high bar facing the low bar, hand in regular grip b. upper body drops backward, arms slightly bent, both legs extended, as begin swing down, lift one leg so that legs are in a stride position c. lower to low bar so that end resting on back of thigh of one leg and the front of thigh of other leg; release hands from high and grasp low in regular grip.	
Under Swing 1/2 Turn	NINTH GRADE 7.17 Given a verbal explanation and a demonstration or model of correct action, the student will perform an under-swing 1/2 turn, beat into the low bar 2 out of 3 times as characterized by: a. begin sitting on low bar facing high, hands in mixed grip (one forward, one back) arms crossed over b. extend hips backwards, then forcefully flex lifting ankles toward high bar, lifting up off low bar, immediately extend body (parallel to floor) c. as body reaches full extension, turn with hips and shoulders (turn in direction of hand that is in render grip) d. as turn is completed, body swings down in extended position, as body reaches low bar, hips flex on contact, into a tight pike, then extend so that end in long hand on high bar.	
Single Leg Flank 1/4 Turn Dismount	NINTH GRADE 7.18 Given a verbal explanation and demonstration or model of correct action, the student can perform a single leg flank with 1/4 turn dismount 2 out of 3 times as characterized by:	

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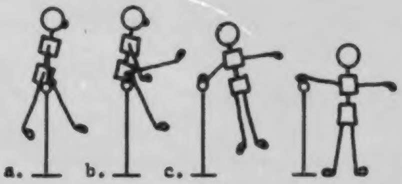
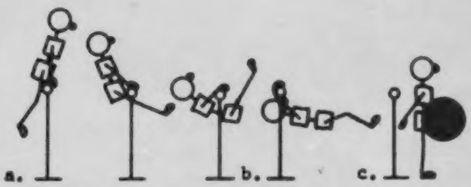
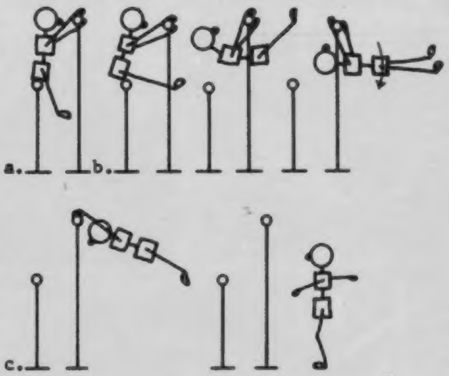
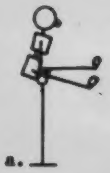
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. begin in stride support on low bar, legs straight, one hand in forward grip and one in reverse grip b. swing leg that is behind bar up and over bar while simultaneously releasing hand on side that leg is swimging over; transfer weight to other hand that is in reverse grip c. as leg swings over, body comes off bar, push away with hand and body turns 1/4, lands with shoulder toward bars and hand on bar	
Underswing Dismount	NINTH GRADE 7.19 Given a verbal explanation and demonstration or model of correct action, the student will perform an underswing from the low bar dismount 2 out of 3 times as characterized by: a. begin in front support on low bar, forward grip, arms straight, hips remain close to bar as drop back behind bar, lift leg upward (kip action) b. as hips pass under bar, fully extend body, thrust legs upward and outward, hands release bar c. land with knees flexed, extend to stand in front of bar facing away from bars	 May also be performed from high bar over low bar.
1/2 Turn Dismount	NINTH GRADE 7.20 Given a verbal description and a demonstration or model of correct action, the student will perform an underswing 1/2 turn from high bar dismount 2 out of 3 times as characterized by: a. begin in rear seat on low bar facing high bar, hands crossed in mixed grip b. extend, then forcefully flex hips extend body so it is parallel to the floor, as body reaches full extension initiate 1/2 turn leading with hips in direction of turn c. release hands as turn is initiated swing out away from bar, land with flexed knees, extend to stand facing bars	
Straddle Underswing Dismount	NINTH GRADE 7.21 Given a verbal description and a demonstration or model of correct action, the student will perform a straddle underswing dismount from low bar 2 out of 3 times as characterized by: a. begin in straddle seat on low bar facing way, hands grasping the bar between the legs in forward grip	

113

PHYSICAL EDUCATION

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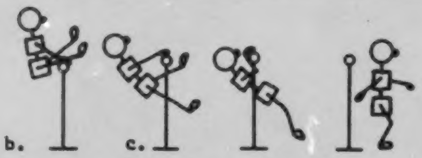
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. drop hips back behind bar, legs remain in wide straddle, arms extended c. as legs disengage from bar, swing under bar by extending body, bring legs together and shoot to land in front of bar	
Routine	NINTH GRADE 7.22 Given a verbal explanation and demonstration or model of correct form and the acquisition of the following skills, the student will perform the following routine: -Beat swing straddle mount (7.4) -Pullover to high bar from low (7.11) -Kip from high bar to rear lying on low bar (7.15) -Thigh roll (7.7) -Cast (7.6) -Back hip circle (7.8) -Single leg flank (7.5) -Mill circle (7.9) -Underswing 1/2 turn, beat into low bar (7.17) -Swing to rest on foot -Single leg stem rise (7.12)	The compulsory routine may be obtained in the DGWS Gymnastic Guide from the Division of Girls' and Women's Sports Once the student has mastered these skills the instructor can teach the DGWS National Compulsory Uneven Parallel Bar Routine. The routine should be taught in sequence, one sequence at a time, adding sequence to sequence until the entire routine is learned.
Low Vaulting Box	8. To demonstrate competence on the low vaulting box.	
Hand and Knee Mount and Dismount	SIXTH GRADE 8.1 Given a verbal request, the student can demonstrate a hand and knee mount and dismount from chest high vaulting box with an end approach, two out of three times as characterized by: a. standing facing the box with hands (palms flat) on the middle of the box b. jumping off both feet, bringing knees up on box and balancing momentarily c. pushing off with both hand and knees in a backward jump movement and landing on balls of feet in an erect standing position	a. Once components of mounting and vaulting have been taught they should be combined with a running approach prior to flight. b. Spotters should be used.
Front Vault	SIXTH GRADE 8.2 Given a verbal explanation and chest high vaulting box, the student can demonstrate a front vault from a side approach from a low vaulting box, two out of three times as characterized by: a. placing the hands on the middle of the box, shoulder width apart, jumping and extending body to one side (left) as hands push and the legs pass over the box toward the opposite side (right)	

GYMNASTICS

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. landing with the opposite side (right) of the body close to the box in a standing position	
Flank Vault	SIXTH GRADE 8.3 Given a verbal request and a waist high vaulting box, the student can demonstrate a flank vault from a side approach from a waist high vaulting box, two out of three times as characterized by: a. placing the hands on the middle of the box, shoulder width apart, jumping and bringing legs to one side of the box (left) b. as this is done, shifting body weight to one arm (right) and raising opposite (left) arm as legs pass over the box straight and together c. pushing off box with the arm supporting the weight (left) and landing on feet with back to box in a standing position	
Squat Mount	SIXTH GRADE 8.4 Given a verbal request the student can demonstrate a squat mount from the side on a waist high vaulting box, two out of three times as characterized by: a. placing the hands on the box, shoulder width apart, palms flat b. raising both knees up to chest quickly and swinging feet between the extended arms onto the top of the box while keeping head up at all times c. dismounting by pushing backwards and landing with both feet together in a standing position	
Straddle Mount	SIXTH GRADE 8.5 Given a verbal request the student can demonstrate a straddle mount from a side approach on a waist high vaulting box, two out of three times as characterized by: a. placing hands on center of box, shoulder width apart, palms flat b. jumping and lifting the hips and separating straight legs so the legs swing outside the hand placement on top of the box c. dismount by swinging legs backward and landing with both feet together in a standing position	

2

PHYSICAL EDUCATION

GYMNASTICS

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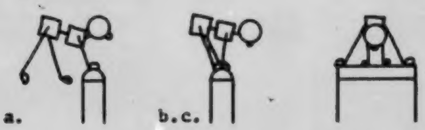
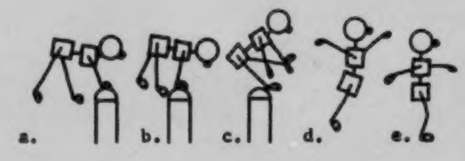
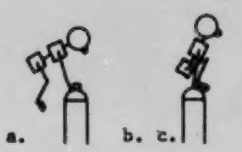
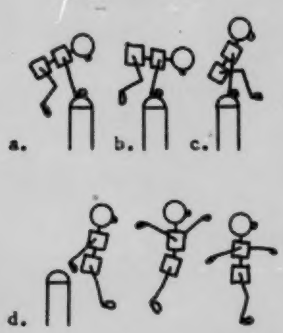
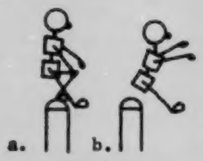
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Squat Vault	SIXTH GRADE 8.6 Given a verbal request the student can demonstrate a squat vault from a side approach on a waist high vaulting box, two out of three times as characterized by: a. placing the hands on the box, shoulder width apart, palms flat b. bringing knees to chest quickly, tucking body with head up and passing the legs over the top of the box between the arms c. continuing forward movement of the body over the box with hand pushed so student lands on his feet with back to box	
Straddle Vault	SIXTH GRADE 8.7 Given a verbal request the student can demonstrate a straddle vault over a waist high vaulting box from a side approach, two out of three times as characterized by: a. placing hands on the box, shoulder width apart, palms flat b. jumping and lifting hips with separated straight legs so the legs swing outside the hand placement on top of the box c. pushing off [illegible] by hands as the straddle legs move over the top of the box d. landing on both feet by snapping the legs together with the student's back to the box	
Vaulting	9. To demonstrate competence on the vaulting side horse.	
Jump to Straddle Stand	NINTH GRADE 9.1 Given a verbal request the student can perform a jump to a straddle stand on a chest high horse by: a. abbreviated run, hurdle, life hips up, forcing legs to a wide straddle b. as hands contact horse, lifting head and chest and placing feet on top of horse in a wide straddle c. shoulders slightly forward d. standing and jumping off horse bringing legs together, landing with flexed hips and knees	 Spot in back of horse grasping student's arms
Bent Hip Straddle Vault	NINTH GRADE 9.2 Given a verbal request the student can perform a bent hip straddle vault on a chest high horse as characterized by:	

116

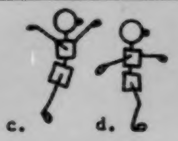
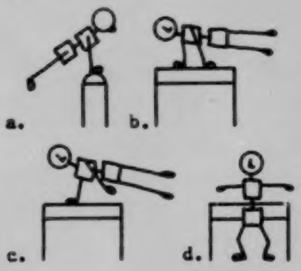
GYMNASTICS

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. after take off, raising hips b. reaching forward with arms and placing hands on top of horse, while straddling legs c. immediately pushing off horse with hands and lifting chest and head d. as legs pass over horse, extending hips forward and close up together, body passing through extended position before landing e. flexing hips and knees upon contact with floor	
Jump to Squat Stand	NINTH GRADE 9.3 Given a verbal request the student can perform a jump to squat stand on a chest high horse as characterized by: a. taking abbreviated run and hurdle b. lifting hips upward and tucking knees to chest, placing hands shoulder width apart on horse c. lowering hips and placing balls of feet on horse between hands d. lifting chest and head when feet rest on horse e. standing and jumping off horse forward	 Spot at side in back of horse. As student's hands contact horse, grasp upper arm with outside hand and wrist with inside hand.
Bent Hip Squat Vault	NINTH GRADE 9.4 Given a verbal request the student can perform a bent hip squat vault on a chest high horse as characterized by: a. after takeoff, raising hips and tucking knees to chest b. reaching forward and placing hands on top of horse c. rapidly pushing downward on horse lifting chest, then lifting arms forward d. as leg passes over horse, legs are extended, body straight before landing; landing with flexed knees and hips	
Walk Vault	NINTH GRADE 9.5 Given a verbal request the student can perform a walk vault over a chest high horse as characterized by: a. after takeoff, raising hips and reaching forward for horse, tucking one leg and straddling the other b. placing hands on horse, immediately pushing off, lifting chest and hip	

GYMNASTICS

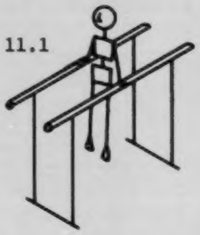
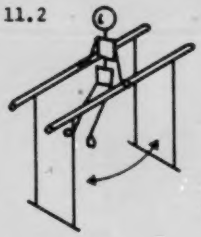
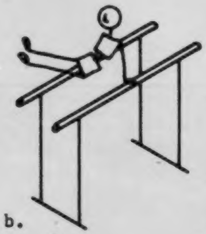
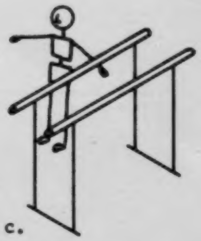
With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	c. straightening legs so body passes through extended position before landing d. landing with flexed knees and hips	
Flank Vault	NINTH GRADE 9.6 Given a verbal request the student can perform a flank vault over a chest high horse as characterized by: a. after run and takeoff, placing both hands on top of the horse b. lifting the hips upward and sideways so the right hip goes over the horse c. as the body passes over horse parallel to it, the left hand is lifted from horse d. ending with the back to the horse landing with flexed knees and hips, arms lateral	
Vertical Rope	10. To demonstrate competency on the vertical rope.	Mats should be under all ropes.
Straight Arm Hang	SIXTH GRADE 10.1 Given a verbal request the student can perform a straight arm hang three out of four times on a vertical rope characterized by: a. jumping to secure rope with both hands above head b. feet hanging vertically not touching floor or rope c. holding position for 30 seconds	
Bent Arm Hang	SIXTH GRADE 10.2 Given a verbal request the student can perform a bent arm hang three out of four times on a vertical rope in a manner characterized by: a. jumping to secure rope with both hands b. pulling body up until mouth is even with hands c. feet hanging vertically, not touching floor or rope	
Swing	SIXTH GRADE 10.3 Given a verbal request the student can swing on a vertical rope three out of four times in a manner characterized by: a. running a distance of 10 feet or more to rope b. jumping and grasping rope with both hands c. securing rope with legs and/or feet	Suggested methods for securing rope with feet: 1. scissors grip 2. leg-around rest 3. instep squeeze 4. stirrup grip

PHYSICAL EDUCATION

GYMNASTICS

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Climb and Descend	SIXTH GRADE 10.4 Given a verbal request the student can climb and descend a 6 foot height on a vertical climbing rope, two out of three times in a manner characterized by: a. jumping and grasping rope with both hands b. securing rope with legs and/or feet c. raising knees up to chest while holding body weight with hand grip d. locking rope with legs and climbing with hand-over-hand method as high as hands can reach e. repeating above to climb higher f. reversing procedure to descend	Goals may be set: 1. climb one-fourth way 2. climb one-half way 3. climb three-fourths way, etc. Proper resting stops should be taught with climbing.
Even Parallel Bars (Boys)	11. To demonstrate competence on the even parallel bars.	
Straight Arm Support	NINTH GRADE 11.1 Given a verbal request the student can demonstrate a straight arm support on parallel bars by holding position for five seconds as characterized by: a. jumping to support position b. arms extended and total body weight supported on hands	11.1 
Swing	NINTH GRADE 11.2 Given a verbal request the student can demonstrate a straight arm swing for two complete swings on parallel bars as characterized by: a. extending arms supporting entire body weight b. swinging trunk and legs forward and backward in a 45° arc	11.2 
Rear Dismount	NINTH GRADE 11.3 Given a verbal request the student can demonstrate a rear dismount between bars two out of three times as characterized by: a. forward swing of legs above height of bars b. both hands pushing off bars, legs and hips swinging over bar c. landing beside bars, standing	 a. b.  c.
Straddle Seat	NINTH GRADE 11.4 Given a verbal request the student can demonstrate a straddle seat two out of three times as characterized by:	

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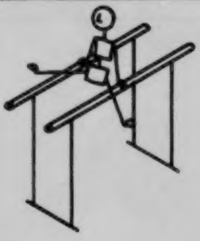
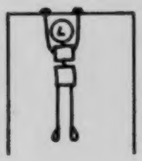
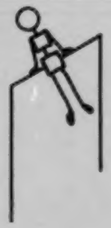
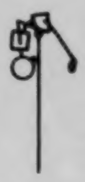
With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. straight arm support at center of, and between, bars b. swinging both legs forward and out over bars, supporting weight on thighs c. returning body to straight arm support position	 b.
Arm Walk	NINTH GRADE 11.5 Given a verbal request the student can demonstrate an arm walk the length of bars as characterized by: a. straight arm support with an alternating shift of weight from left hand to right hand, while moving forward	
Combination	NINTH GRADE 11.6 Given a verbal request the student can demonstrate a combination of two different parallel bar skills two out of three times from the following: a. straight arm support b. straight arm swing c. straddle seat d. hand walk	
Horizontal Bars	12. To demonstrate competence on the horizontal bars.	
Arm Hang	SIXTH GRADE 12.1 Given a verbal request the student can demonstrate an arm hang from the horizontal bar for ten seconds two out of three times as characterized by: a. hands grasping the bar with palms forward, fingers over bar, thumbs underneath bar about shoulder width apart b. feet together	 a. b.
Arm Swing	SIXTH GRADE 12.2 Given a verbal request the student can demonstrate an arm swing from horizontal bars for three complete swings as characterized by: a. hands grasping the bar with palms forward, fingers over bar, thumbs underneath bar, shoulder width distance apart b. extending both legs together forward and backward approximately two feet in each direction	
Front Leaning Rest	SIXTH GRADE 12.3 Given a verbal request the student can demonstrate a front leaning rest on a low (chin high) horizontal bar for five seconds as characterized by:	

PHYSICAL EDUCATION

GYMNASTICS

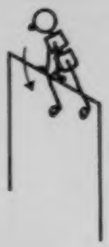
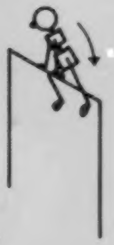
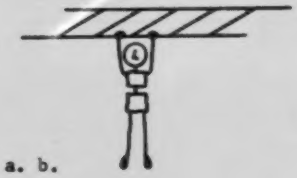
With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. correct hand-arm position, as above b. raising the body by jumping and extending both arms until hips are balanced on the bar c. extending legs diagonally upward and backward, holding head erect d. bringing extended legs down and dropping to a standing position	 b.
Roll	SIXTH GRADE 12.4 Given a verbal request the student can demonstrate a roll over a chin high horizontal bar, two out of three times as characterized by: a. assuming a front leaning rest position b. tucking the head to the chest and rolling body around bar c. landing so both feet are on floor while hands are still on bar	 b.
Skin the Cat	NINTH GRADE 12.5 Given a verbal request the student can demonstrate a skin the cat over a horizontal bar, two out of three times as characterized by: a. correct hand-arm position b. lifting knees close to chest between arms c. extending legs and feet back overhead under bar until toes touch mat, keeping chin tucked d. returning to standing position	
Crotch Circle	NINTH GRADE 12.6 Given a verbal request the student can demonstrate a crotch seat circle on a chin high horizontal bar, two out of three times as characterized by: a. straddling the bar in sideways manner, weight supported on inner thigh b. gripping the bar in front of body with ball bat grip c. leaning to one side, ankles crossed d. completing a full circle around bar	
Forward Single Knee Circle	NINTH GRADE 12.7 Given a verbal request the student can demonstrate a forward single knee circle on a chin high horizontal bar, two out of three times as characterized by: a. assuming a front lean position	

PHYSICAL EDUCATION

GYMNASTICS

With Apparatus

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. swinging one leg over the bar and balancing on thigh, other leg extended behind bar c. hands gripping bar so thumbs are over top of bar, fingers underneath d. pushing up and forward with head and shoulders leading circle e. near end of circle, arms pulling up strongly and body sliding forward to front lean position	 b.
Backward Single Knee Circle	NINTH GRADE 12.8 Given a verbal request the student can demonstrate a backward single knee circle on a chin high horizontal bar, two out of three times as characterized by: a. taking a single knee support position on top of bar b. gripping bar so thumbs are under bar, fingers on top of bar c. swinging free leg backwards and pushing body slightly away from bar d. leaning backwards with head and shoulders e. near end of circle, pulling arms up strongly and sliding body forward to an angle knee support position	 a. b.
Horizontal Ladder	13. To demonstrate competence on the horizontal ladder.	
Arm Hang	SIXTH GRADE 13.1 Given a verbal request the student can demonstrate an arm hang on the horizontal ladder for ten seconds as characterized by: a. hands gripping rung, shoulder width distance apart with palms forward, fingers over the rung, thumbs under rung (over grip) b. legs extended, feet off floor	Students should jump or be assisted to support position.
Side-Rail Travel	SIXTH GRADE 13.2 Given a verbal request the student can demonstrate side-rail travel on the horizontal ladder for a distance of 6 feet as characterized by: a. hands grasping side of ladder with basic over-grip except thumbs are extended b. legs held straight and together c. movement of lead hand sliding forward to regrip ladder followed by back hand sliding forward to regrip ladder	 a. b.

PHYSICAL EDUCATION

GYMNASTICS

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TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forward Hand Travel	NINTH GRADE 13.3 Given a verbal request the student can demonstrate forward hand travel for six consecutive rungs two out of three times as characterized by: a. both hands grasping a rung with basic over grip b. progressing by moving the hands forward in an alternating fashion	
Backward Hand Travel	NINTH GRADE 13.4 Given a verbal request the student can demonstrate backward hand travel for six consecutive rungs two out of three times in a manner characterized by: a. both hands grasping a rung with basic over grip b. progressing by moving the hands backward, one at a time to the next rung	

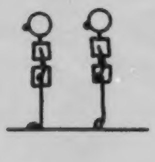
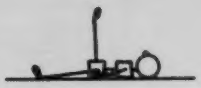
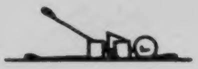
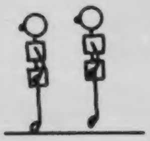
Health and Fitness

124

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

Muscular Endurance

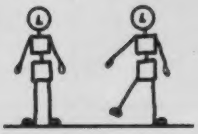
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Legs	1. To develop a functional level of leg muscular endurance.	*These performance objectives should be included at the end of the sixth and ninth grades.
	*THIRD GRADE 1.1 Given a demonstration and verbal cues the student can meet the criterion for each of the following exercises in the manner characterized:	1.1
	a. toe stands - 10 repetitions -standing with feet a few inches apart or together -raising the heels off the floor as high as possible -lowering the heels back to the floor -repeating in a rhythmic manner	
	b. leg lifts - 15 repetitions with right and left legs -a supine position -arms to sides, palms down -raise one leg perpendicular to the floor -hold other leg flat on floor during action -point toe of raised leg -lower the leg without pause -repeat with one leg in a continuous manner	
	c. side leg lifts - 10 repetitions with right and left legs -lying on one side -lower arm extended overhead -top arm resting on the floor, shoulder high, for balance -raise top leg as high as possible -keep lower leg on the floor	
	*THIRD GRADE 1.2 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized:	1.2
	a. toe jumps - 15 repetitions -stand with feet a few inches apart or together -raise the heels and push the toes off the floor while maintaining upright posture, arms relaxed and as little knee flexion as possible -lower the heels back to the floor -repeat in a rhythmic manner	

HEALTH - PHYSICAL FITNESS

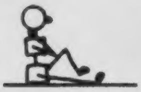
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS

b. side leg swings - 15 repetitions with both right and left legs
- -balance on one foot
- -swing the free foot laterally out and back while maintaining extended (not locked) knees
- -use arms to the sides for balance
- -repeat in a continuous manner with one leg



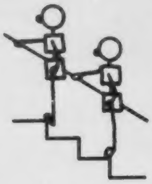
c. piston - 20 repetitions
- -sitting position with back straight
- -legs extended with feet together and back of thighs flat on floor
- -grasp hands behind head with fingers interlocked and elbows back as far as possible
- -lift one heel off floor
- -bring knee as far back toward chest as possible
- -straighten leg to starting position
- -repeat with one leg in a continuous manner
- -perform with both legs



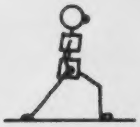
THIRD GRADE

1.3 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized:

a. stair toe stand - 20 repetitions
- -stand on a step
- -place heels over edge of step supporting on balls of feet (use hand rail if available)
- -raise onto the toes maintaining an upright posture
- -lower back to balls of feet
- -let the heels fall below step surface
- -raise up to toes again
- -repeat d-f continuously



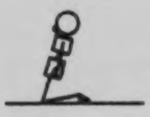
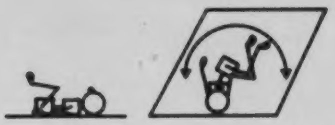
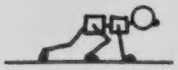
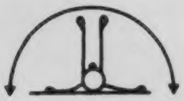
b. lunge - 20 seconds
- -take a wide straddle position
- -abduct one foot
- -flex the knee of the turned foot
- -rotate the upper trunk toward the turned foot and maintain an upright trunk
- -extend the knee and return to straddle position
- -hold the position with either leg



PHYSICAL EDUCATION

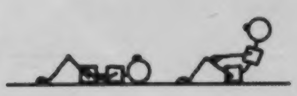
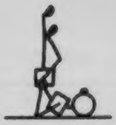
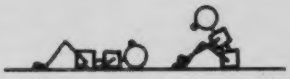
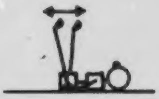
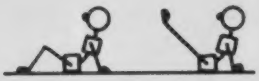
HEALTH - PHYSICAL FITNESS

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	c. trunk lean - 20 seconds -take a kneeling position -place hands on thighs -tuck chin -rock back from the knee -do not flex at the hip -hold the position	
	d. tuck legovers - 10 repetitions per side -lie in supine position -tuck legs -hands on floor -rotate knees to touch floor to one side -rotate knees to touch floor on other side -repeat in a continuous manner	
	THIRD GRADE 1.4 Given a demonstration and verbal cues, the student can meet the criterion for each of the following exercises in the manner characterized: a. mountain climber - 30 reverses -squat with hands on floor -extend one leg fully to the rear -bring rear foot to hands and extend front foot in one motion -continue to reverse position of legs	
	b. straight legovers - 5 repetitions per side -supine position with legs extended perpendicular to the floor -arms out to sides, hands on floor -rotate legs to one side and touch floor -touch floor on other side by rotating legs back over hips -continue touching floor on opposite sides	
Abdominal	2. To develop a functional optimal level of abdominal endurance. THIRD GRADE 2.1 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:	*These performance objectives should also be included at the end of the sixth and ninth grades.

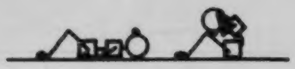
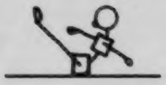
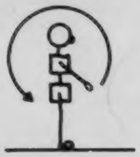
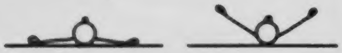
HEALTH - PHYSICAL FITNESS

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. curl situp - 15 repetitions -lie in supine position -flex knees with feet flat on floor with approximately a 90° angle at the knee -place hands on thighs -raise upper trunk sliding hands to knees -lower trunk back to floor keeping chin tucked throughout -repeat in a continuous manner	
	b. inverted cycling - 20 cycles -lie in an inverted position with legs extended perpendicular to floor with hands on hips -alternately rotate legs in a cycling fashion -repeat cycling in a continuous manner	
	THIRD GRADE 2.2 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises in the manner characterized:	
	a. sit ups (hands to toes) - 25 repetitions -lie in supine position with feet flat on floor and having about a 90° angle at the knee -place hands on floor by hips -raise upper trunk sliding hands forward to touch the toes -lower trunk progressively from lower back to shoulders -repeat in a continuous manner	
	b. flutter kick - 10 repetitions per leg -lie in supine position, legs extended perpendicular to floor -extend one leg backward (6-12 inches), then bring it forward as the other goes backward -continue this flutter continuously	
	c. V support - 20 seconds -sit upright, feet on floor, knees flexed -place hands on floor behind hips with fingers pointing posteriorly -lean the trunk back until the shoulders are aligned with the hands, do not flex the elbows -extend legs in front, so toes are about shoulder high -hold this position, then tuck legs and place feet back on floor	

HEALTH - PHYSICAL FITNESS

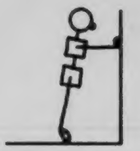
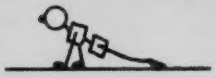
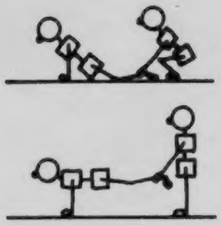
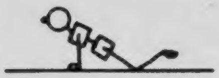
Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	THIRD GRADE 2.3 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized: a. sit up - 35 repetitions -lie in supine position, feet flat on floor with approximately a 90° angle at the knee -place hands behind head -raise upper trunk to touch forehead to knees -lower trunk progressively from lower back to shoulders -keep elbows pointing to either side -repeat in a continuous manner	
	b. V seat - 20 seconds -sit upright, feet flat on floor, knees flexed -extend arms to sides for balance -extend legs forward, toes about shoulder high forming a 90° angle at the hips and keeping chin tucked -hold position (hands may come to floor for balance)	
Upper Back	3. To develop a functional level of upper back endurance.	*These performance objectives should also be included at the end of the sixth and ninth grades.
Reverse arm circles	THIRD GRADE 3.1 Given a demonstration and verbal cues, the student can complete 20 reverse arm circles with each arm in a manner characterized by: a. stand with feet shoulder width apart b. make a large circle with one arm (forward and upward to backward and downward) c. keep the shoulders to the front to minimize trunk rotation d. repeat in a continuous manner with one arm	
Prone arm lifts	THIRD GRADE 3.2 Given a demonstration and verbal cues, the student can complete 10 prone arm lifts in a manner characterized by: a. lie in prone position with arms extended to the sides, shoulder high b. place edge of hand on floor (palms forward) c. raise hands off floor and return, keeping the elbows extended	

PHYSICAL EDUCATION

HEALTH - PHYSICAL FITNESS

Muscular Endurance

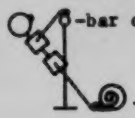
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Upper Arm	4. To develop a functional level of upper arm endurance.	*These performance objectives should also be included at the end of the sixth and ninth grades.
	THIRD GRADE 4.1 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises in the manner characterized:	
	a. wall push up - 20 repetitions -stand on toes, facing the wall more than arms length away -place hands flat on the wall shoulder high -flex elbows until chin touches the wall -extend elbows fully -repeat	
	b. seal walk - 30 steps -lie in prone position, hands under shoulders -raise up onto hands, legs extended -with legs and feet dragging the floor, walk forward with one hand at a time	
	c. wheelbarrow - 30 steps -lie in prone position, hands under shoulders -raise up onto hands, legs extended -allow partner to grasp and raise extended legs -partner takes one ankle in either hand from squat position -partner holds legs keeping his arms extended -both walk forward -keep head raised looking forward	
	THIRD GRADE 4.2 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:	
	a. girls' push up - 25 repetitions -lie in a prone position, hands under shoulders, knees flexed -extend the elbows pushing the shoulders and trunk off floor -lower body to floor, slowly, by flexing the elbows -maintain trunk alignment -repeat in a continuous manner	
	b. chest pull up - 50 repetitions -grasp a chin high bar with an over grip, hands shoulder width apart	

HEALTH - PHYSICAL FITNESS

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS

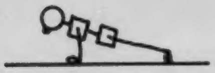
-extend arms and legs, placing feet against mat
-flex elbows and pull chest to bar
-extend elbows lowering body to starting position
-repeat c and d in a continuous manner


-bar of parallel bar chest high
-mat rolled

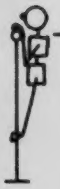
THIRD GRADE

4.3 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:

a. push up - 20 repetitions
-lie in a prone position, hands under shoulders, toes on floor
-spread fingers apart
-push entire body off floor by extending the elbows
-lower the body slowly to floor by flexing the elbows
-maintain proper body alignment during motion
-repeat c and e in a continuous manner



b. chin up - 5 repetitions
-grasp bar (reverse or over grip) hands shoulder width apart
-allow body to hang fully extended
-flex elbows and pull body toward bar
-raise body until chin surpasses bar
-lower body back to extended position
-keep legs together and knees extended
-continue raising and lowering body


-bar level just over reach

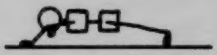
THIRD GRADE

4.4 Given a demonstration and verbal cues, the student can meet the criterion for one of the following exercises in the manner characterized:

a. pile driver - 10 repetitions
-start in a boy's push up position
-push vigorously with the arms thrusting the trunk and hands off the floor
-clap the hands
-return hands to floor to slowly lower the body back to starting position
-repeat in a continuous manner

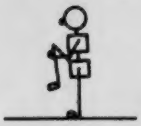
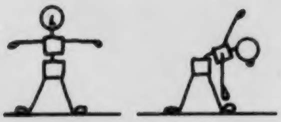
HEALTH - PHYSICAL FITNESS

Muscular Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. extension push up - 5 repetitions -lie in prone position, toes on floor -extend arms apart, overhead, palms down -push hands against the floor raising body (only hands and toes remain in contact with the floor) -lower slowly back to floor -repeat in a continuous manner	

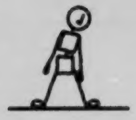
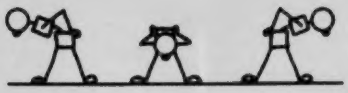
HEALTH - PHYSICAL FITNESS

Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Lower Back - Thigh	5. To develop a functional level of lower back and thigh flexibility. THIRD GRADE 5.1 Given a demonstration and verbal cues, the student can meet the criterion for two of the following exercises in the manner characterized: a. toe touch - 20 repetitions -stand with feet 3"-6" apart -flex at hips (knees extended but not locked during movement) -reach the fingers to the toes -return to standing position at moderate speed without pause -repeat b-d in a continuous manner b. leg lifts - 10 repetitions per leg -lie in supine position -raise one leg perpendicular to the floor -flex the ankle of the raising leg -keep the other leg on the floor -keep both knees extended -repeat b-e in a continuous manner	*These performance objectives should also be included at the end of the sixth and ninth grades.
	c. knee raise - 15 repetitions per leg -stand with good alignment, feet shoulder width apart -flex one knee -use hands to pull flexed knee toward chest -release and lower leg -repeat using other leg -upper trunk remains upright -repeat, alternating legs (hips remain aligned with support foot)	
	THIRD GRADE 5.2 Given a demonstration and verbal cues, the student can meet the criterion for two of the following exercises in the manner characterized: a. cross T's - 20 repetitions per leg -stand in straddle position -extend arms out to sides -flex and rotate at the hips, touching one hand to opposite foot -return to starting position -repeat movement for the other side -repeat cycle (both sides) in a continuous manner	Variation: do in a sitting position 

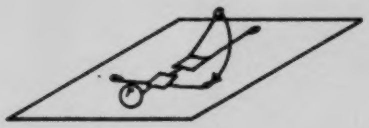
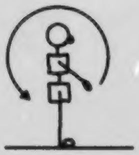
HEALTH - PHYSICAL FITNESS

Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	b. side leans - 20 repetitions per side -stand in straddle position, arms extended to sides -bend to one side -reach hand as far down side of leg as possible -do not flex at the waist, keep trunk upright -return to starting position -repeat b-e for the other side -repeat each cycle trying to stretch further each time	
	c. straddle forward lean - 15 seconds -sit on floor with legs spread -flex at hips reaching hands to feet -place forehead on floor between legs -hold position - hands may hold feet -return to sitting position	
	THIRD GRADE 5.3 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises.	
	a. trunk twister - 20 cycles -stand in straddle position, hands on hips -flex at the hip and bob the shoulders to one side -flex and bob the shoulders to the center -flex and bob the shoulders to the other side -return to standing position -repeat each cycle continuously	
	b. supine pikes - 10 repetitions -lie in supine position, legs extended perpendicular to floor -move toes toward head as far as possible -hold position for 2 seconds -return to starting position -flex the ankles -repeat in continuous manner	
	c. pike forward lean - 20 seconds -sit in pike position, feet together -flex at the hips as far as possible -touch forehead to knees -hold position -return to sitting position -flex the ankles throughout	

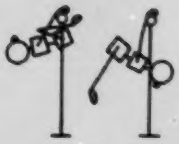
HEALTH - PHYSICAL FITNESS

Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	THIRD GRADE 5.4 Given a demonstration and verbal cues, the student can meet the criterion for 2 of the following exercises in the manner characterized: a. woodchopper - 30 repetitions -stand in straddle position -grasp left thumb with right hand -rest both hands on right shoulder -swing arms vigorously to the left as if swinging an axe -bring hands down as far back between legs as possible (flexing at the waist) -bend knees to get hands further back on downward swing -return to standing position with hands on left shoulder -continue in alternate manner down between legs and return to opposite shoulder	
	b. crossover - 10 repetitions -lie in supine position -extend arms straight to the side from shoulder, palms up -keep leg straight as it crosses over other leg -touch toe to opposite hand -repeat for other side -continue alternating sides	
	c. standing elbow touch - 20 repetitions -stand in straddle position -place hands behind head, fingers interlaced -bend forward at waist -touch both elbows to thighs -return to standing position -keep knees straight -repeat in a continuous manner	
Shoulder	6. To develop functional level of shoulder flexibility.	*These performance objectives should also be included at the end of the sixth and ninth grade
	THIRD GRADE 6.1 Given a demonstration and verbal cues the student can meet the criterion for one of the following exercises in the manner characterized: a. reverse arm circles - 20 repetitions per arm -stand with feet shoulder width apart -make a large circle with one arm (forward and upward, to backward and downward) -keep the shoulders to the front to minimize trunk rotation	

HEALTH - PHYSICAL FITNESS

Flexibility

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	-repeat in a continuous manner with one arm b. wings - 15 repetitions -stand, feet shoulder width apart -raise flexed elbows shoulder high -touch fingertips in front of body, palms down -move elbows backward as far as possible -continue using fast, vigorous thrusts -keep elbows high	
	THIRD GRADE 6.2 Given a demonstration and verbal cues the student can meet the criterion for one of the following exercises in the manner characterized: a. prone arm lifts - 10 repetitions -lie in prone position with arms extended to the sides, shoulder high -place edge of hand on floor, palms forward -raise hands off floor, then return (elbows remain extended) -raise and lower hands in a continuous manner b. straddle leans - 20 repetitions -stand in straddle position -arms extended parallel to floor, shoulder high -flex forward at the hip as far as possible	
	THIRD GRADE 6.5 Given a demonstration and verbal cues the student can skin the cat 3 times in a manner characterized by: a. hang from the bar using an over-grip b. push with feet to help bring knees c. allow legs to extend to floor without releasing grip d. push off floor and bring legs back between arms e. repeat until movement is continuous	

HEALTH - PHYSICAL FITNESS

Cardio-Respiratory Endurance

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Cardio-respiratory	7. To develop a functional level of cardio-respiratory endurance.	*These performance objectives should also be included at the end of the sixth and ninth grades
Run-in-place	THIRD GRADE 7.1 Given a demonstration and verbal cues the student can run in place for 1-1/2 minutes in a manner characterized by: a. raise one foot off the ground b. replace the first foot and raise the other c. increase the speed d. stay in one place as you alternate feet e. raise knees until the thigh is parallel with the floor	
	THIRD GRADE 7.2 Given verbal cues, the student can jog for a period of 4 minutes.	
Run-Jog	THIRD GRADE 7.3 Given a verbal cue, the student can alternately run and jog for a period of 5 minutes	

Individual Sports

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Shooting	1. To demonstrate the ability to shoot a bow.	
Proper Stance	NINTH GRADE 1.1 Given a verbal explanation and a demonstration the student can address the target 2 out of 3 times in a manner characterized by: a. straddle the shooting line, feet shoulder width b. weight evenly distributed between the two feet c. front of the body at right angle to the target d. back straight, shoulders level and head erect e. turn head to face target, eyes level	
Grip	NINTH GRADE 1.2 Given a verbal request the student can grip bow in a manner characterized by: a. the center of the bow (arrow rest) near the thumb side of the hand b. the palm and thumb providing the major holding force with the fingers merely stabilizing and retaining the bow at arrow release	
Nock the Arrow	NINTH GRADE 1.3 Given verbal request, the student can nock the arrow 2 out of 3 times in a manner characterized by: a. bow facing downward at side b. arrow placed on the arrow rest, and into the nock at the nocking point with the cock feather at right angles to the string.	
Draw the Bow	NINTH GRADE 1.4 Given a verbal request, the student can draw the bow string 2 out of 3 times in a manner characterized by: a. a simultaneous pushing with the bow arm and pulling with the string arm b. hand, wrist and elbow in direct line c. forearm of draw arm in direct line with the arrow d. the middle 3 fingers on the bow string	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Anchor the Arrow	NINTH GRADE 1.5 Given a verbal request, the student can anchor the arrow 2 out of 3 times in a manner characterized by: a. a constant facial part (corner of mouth, chin, nose, lips, etc.) as the anchor point b. a distinct pause prior to release	
Release the Arrow	NINTH GRADE 1.6 Given a verbal request, the student can release the arrow 2 out of 3 times in a manner characterized by: a. a loosening-relaxing of the fingers b. the drawing hand and fingers recoil in the exact opposite direction from the arrow flight	
Follow Through	NINTH GRADE 1.7 Given a verbal request the student can follow through 2 out of 3 times in a manner characterized by: a. keeping eyes focused at bullseye until arrow hits target b. maintain correct stance and body alignment until arrow hits target c. bow arm and draw hand still in shooting position until arrow hits target	
Aiming	2. To demonstrate a functional ability to aim at a target.	
Identify Point of Aim	NINTH GRADE 2.1 Given a verbal request and the opportunity to shoot 10 arrows the student can position a "point of aim" marker in such a manner that he can hit a 36" target at 20 yards with 2 of his last 3 shots.	
Shooting At A Target	NINTH GRADE 2.2 Given a verbal request the opportunity to shoot 10 arrows at each distance and point of aim markers the student can aim and hit a 36" target 3/3 times at 10 yards, 2/3 times at 30 yards and 1/3 times at 50 yards with the last 3 arrows of each set of ten.	

INDIVIDUAL SPORTS

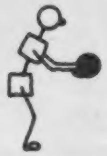
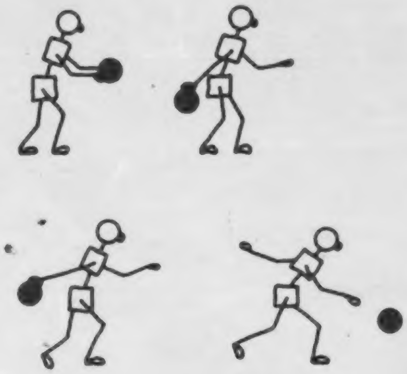
Archery

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Participation	3. To participate in the activity of target archery.	
String A Bow	NINTH GRADE 3.1 Given a demonstration and an explanation, the student can string and unstring a bow 4 out of 5 times with both the step through method and heel of hand and instep of foot push pull method.	
Scoring	NINTH GRADE 3.2 Upon request, the student can name the color and its respective point value for each of the following colors: -gold = 9 points -red = 7 points -blue = 5 points -black = 3 points -white = 1 point -petticoat of off target = 0 points	
Removing the Arrow	NINTH GRADE 3.3 Upon request the student can remove the arrow from the target 5 out of 6 times in a manner characterized by: a. placing back of hand against target so the arrow is between index and second fingers b. other hand grasps the arrow shaft close to the target c. push on target with back of hand and pull on arrow slowly and directly back	
Official Game	NINTH GRADE 3.4 The student upon request can shoot and score a regulation round of archery incorporating acceptable stance, aiming, shooting and arrow retrieval skills.	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Delivery	1. To demonstrate a functional bowling delivery.	
Grip	NINTH GRADE 1.1 Given a verbal request, the student can grip on the bowling ball 4 out of 5 times in a manner characterized by: a. inserts thumb and middle fingers into the ball b. index finger and little finger spread on ball c. for straight ball delivery the thumb at 12 and fingers behind the ball d. supports the ball with the non-bowling hand	
Stance	NINTH GRADE 1.2 Given a verbal request, the student will take the proper stance 4 out of 5 times as characterized by: a. feet parallel 1-2 inches apart b. shoulders and hips square with bowling pin c. knees slightly bent, weight on foot opposite bowling hand d. body inclined slightly forward at hips	1.2 
Approach	NINTH GRADE 1.3 Given a verbal request, the student will perform a 4 step approach using the proper grip and stance 4 out of 5 times in a manner characterized by: a. first step, ball and foot on same side of the body start forward b. push ball diagonally toward floor as the opposite foot begins a forward step c. second step, ball starts pendulum swing downward, foot opposite the bowling arm is forward d. third step, ball at top of backswing, foot on same side as bowling arm is forward e. fourth step, ball and foot on non-bowling side of body moves forward together f. steps get progressively longer and faster with the 4th step really a slide g. the foot opposite the bowling arm should end up 4-6 inches from the foul line h. steps taken in a straight line	1.3 

INDIVIDUAL SPORTS

Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Release	NINTH GRADE 1.4 Given a demonstration and a verbal explanation, the student will properly release the ball, after making a proper 4 step approach in a manner characterized by: a. ball released 6-12 inches over the foul line b. trunk is inclined forward over the foul line and opposing knee is bent c. shoulders level and square with the pins d. follow through should reach shoulder height e. position held until ball is two thirds of the way down the alley	
Release Plus Accuracy	NINTH GRADE 1.5 Given a verbal request, the student can properly deliver a bowling ball and knock down the 1, 2 and 3 pins on 3/5 first ball attempts.	
Release, Accuracy and Spare Conversions	NINTH GRADE 1.6 Given a verbal request, the student can properly deliver the bowling ball while converting any three of the following starting pins: a. 10 pin b. 7 pin c. 1-5 pins d. 2-4-7 pins e. 3-6-10 pins	
Participation	2. To participate in a functional game of bowling.	
Scoring	NINTH GRADE 2.1 Given a verbal request, the student can correctly score a regulation game of 10 frames as follows: a. a strike earns a bonus of all pins knocked down by the next two balls in the next frame using the symbol X for strikes b. a spare earns a bonus of pins knocked down by the first ball in the following frame. Using the symbol / for spare c. an error is failure to knock down all pins with two balls and pin number is added to previous frame total d. score the tenth frame by awarding one extra ball for a spare and two extra balls for a strike	2.1

4 2	3 /	7 2	X	1 /	X	X	7 2	9 /	X X 9
6	23	32	52	72	99	118	127	147	176

PHYSICAL EDUCATION

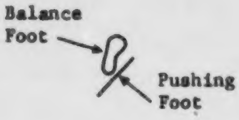
INDIVIDUAL SPORTS

Bowling

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	NINTH GRADE	
Game	2.2 Given a regulation bowling alley, with regulation bowling ball, a score sheet and shoes, the student can bowl three games characterized by: a. proper delivery b. appropriate adjustments for spare conversion c. score two of the three games correctly	

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Forward Stroke	1. To demonstrate proficiency in forward stroking.	
	NINTH GRADE 1.1 Given smooth, unobstructed ice, the student can skate 30 feet without falling (2 out of 3 times) in a manner characterized by: a. forward movement with small, parallel steps (shuffle - type movement) b. head up, eyes forward - slight forward lean of upper trunk c. arms out to side for balance	
	NINTH GRADE 1.2 Given smooth, unobstructed ice, the student can skate forward 20 feet without falling (2 out of 3 times) in a manner characterized by: a. starting with feet parallel, 2-3 inches apart b. weight distributed equally over both feet but back toward heels c. head up, shoulders aligned over hips d. both knees bend and feet move diagonally forward and outward to a distance shoulder width apart -upper trunk must remain straight -weight on inside edges of blades -arms out to side e. both knees straighten and both feet move simultaneously back to original line of direction	
	NINTH GRADE 1.3 Given smooth, unobstructed ice, the student can skate forward 30 feet without falling (2 out of 3 times) in a manner characterized by: a. dominant foot placed at 45° angle to front foot and pushes with inside edge of blade b. dominant foot swings forward and is placed parallel to other foot for glide on flat of blade c. body inclined forward during pushing phase and straighten for glide	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	NINTH GRADE 1.4 Given smooth, unobstructed ice, the student can skate forward 30 feet without falling (2 out of 3 times) in a manner characterized by: a. alternate pushing foot -pushing foot placed at 45° angle to balance foot and pushes with inside edge of blade b. balance foot contacts ice with outside edge of blade -body straightens during balance phase c. length of glide phase 3 times as long as pushing phase	
Stopping	2. To demonstrate functional stopping skill. NINTH GRADE 2.1 Given that the student is moving at a slow speed, he can stop without falling (3 out of 5 times) in a manner characterized by: a. gliding on both feet until momentum is almost gone b. stopping forward motion by putting both hands out to touch a stable object (wall, bench) c. bending the elbows upon contact with the stable object NINTH GRADE 2.2 Given that the student is moving at a slow speed, he can execute a snow plow stop (2 out of 3 times) in a manner characterized by: a. knees slightly bent and feet pushed diagonally forward -skates on flat of blade -weight remains slightly forward b. body remains upright from hips -head up, eyes forward straight ahead -shoulders aligned over hips NINTH GRADE 2.3 Given that the student is moving at a moderate speed, he can execute a side stop without falling (3 out of 4 times) in a manner characterized by: a. gliding on flat of both blades -feet 2-3 inches apart b. hips turn sharply in a 1/4 turn -skates move to edges (outside edge of back foot and inside edge of front foot) c. knees bent and feet (edges of skates) press against ice d. arms out to side of body	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Crossovers	3. To demonstrate functional crossovers.	
	NINTH GRADE 3.1 Given a slow speed, the student can crossover without falling (2 out of 3 times) in a manner characterized by: a. two foot glide on flat of both blades b. weight shifts to inside foot as skater approaches turn c. during turn, both feet in contact with ice but weight balanced on inside foot d. arms out to the side for balance	
	NINTH GRADE 3.2 Given a slow speed and smooth, unobstructed ice, the student can crossover without falling (2 out of 3 times) in a manner characterized by: a. balancing on outside edge of inside foot b. crossing the outside foot over the contact leg and placing skate on inside edge -weight transfers at moment of contact with ice c. posture upright in good balance d. arms out to side	
Change of Direction	4. To demonstrate a functional change of direction.	
	NINTH GRADE 4.1 Given smooth, unobstructed ice, a slow speed and physical support from a partner, the student can turn 2 out of 3 times in a manner characterized by: a. holding hands with partner in crossover position (right hand of skater holds right hand of partner; left hand of skater crosses on top of joined right hands to hold hand of partner) b. gliding on flat of both blades -maintain a slow speed c. turn 180° at hips and glide backward -partner pulls hands to initiate turn -maintain contact on flat of blade	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	NINTH GRADE 4.2 Given smooth, unobstructed ice and a slow speed, the student can turn 3 out of 4 times in a manner characterized by: a. gliding on flat of both blades b. turning 180° and gliding backward -turn at hips c. arms out for balance	
	NINTH GRADE 4.3 Given smooth, unobstructed ice and a slow speed, the student can turn 3 out of 4 times in a manner characterized by: a. gliding on the flat of one skate b. turning 180° and gliding backwards on contact foot c. free foot held diagonally backward with slight bend at knee; swings forward during turn d. arms out for balance	
Backward Stroking	5. To demonstrate functional backward stroking.	
	NINTH GRADE 5.1 Given smooth, unobstructed ice, the student can skate (scull) backwards for 20 feet (2 out of 3 times) in a manner characterized by: a. starting with feet parallel, 2-3 inches apart b. both knees bent and feet move diagonally backward and outward to a distance shoulder width apart -upper trunk must remain straight -weight on inside edges of blades c. both knees straighten and both feet move simultaneously back to original line of direction d. arms out to side	
	NINTH GRADE 5.2 Given smooth, unobstructed ice, the student can skate backward for 20 feet (2 out of 3 times) in a manner characterized by: a. sculling to gain momentum (about 6-8 feet) b. scull and glide -scull on inside edges -glide on flat c. body "dips" (knees bent, trunk straight) during scull and trunk straight d. arms out to side	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

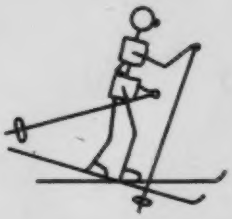
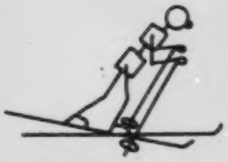
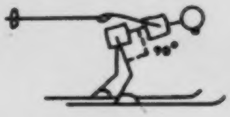
Skating

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	NINTH GRADE 5.3 Given smooth, unobstructed ice, the student can skate backward 20 feet without falling (2 out of 3 times) in a manner characterized by: a. scull with alternate foot and lift sculling foot b. glide on outside edge of contact foot NINTH GRADE 5.4 Given smooth, unobstructed ice, the student can skate backwards 30 feet without falling (2 out of 3 times) in a manner characterized by: a. scull with alternate foot and lift sculling foot b. glide on outside edge of contract foot	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

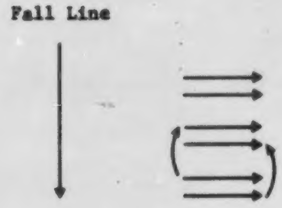
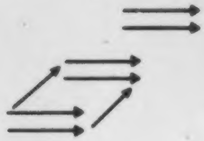
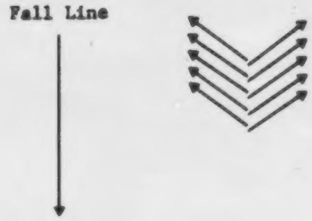
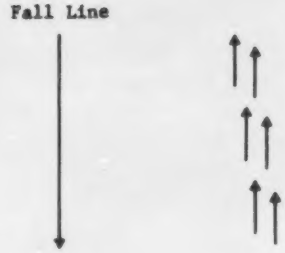
Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Walking	1. To demonstrate a functional capacity to move forward on skis while on flat terrain. NINTH GRADE 1.1 Given a verbal request, the student can walk on flat terrain in a manner characterized by: a. an alternating forward sliding of the skis b. a cross extension of arms and legs (right foot slides forward as left pole is planted) c. a pole plant even with heel	
Single Poling Step - Glide	NINTH GRADE 1.2 Given a verbal request, the student can execute the single poling step-glide on flat terrain in a manner characterized by: a. a hard push from ball of foot of drive leg (kick leg) and a simultaneous sliding forward of the trail leg to receive weight b. all weight transferred to ball of glide foot c. at end of glide step ski is flat and pressed into the snow to provide a base for initiating a glide on the alternating ski (purchase) d. pole on glide leg side planted even with the heel of the drive leg as the glide leg begins to slide forward e. track of skis 4-6 inches apart	 d. The pole plant used to kick off left foot and glide on right.
Double Poling	NINTH GRADE 1.3 Given a verbal request, the student can double pole on flat terrain in a manner characterized by: a. step glide in manner indicated in 1.2 b. double pole plant near heel of boot with push of (kick) of each drive leg c. the upper body - thigh angle is approximately 90° as the poling motion is completed	 
Climbing	2. To demonstrate the ability to climb uphill with skis.	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

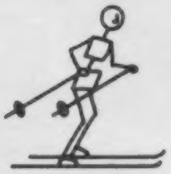
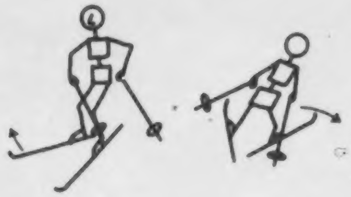
Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Side Step	NINTH GRADE 2.1 Given a verbal request, the student can side step 15' up an intermediate hill in a manner characterized by: a. skis directly across the fall line b. set the edges by keeping ankles, knees and hips into the hill c. step sideways uphill with uphill ski, using the downhill ski as a base from which to push d. bring downhill ski alongside uphill ski	
Diagonal (Traverse) Side Step	NINTH GRADE 2.2 Given a verbal request, the student can diagonally side step 30' up an intermediate hill in a manner characterized by: a. edging and fall line - ski angle the same as side stepping (2.1) b. a step uphill and in front of downhill ski c. downhill ski moves up and forward to become parallel with uphill ski	
Herringbone	NINTH GRADE 2.3 Given a verbal request, the student can herringbone 30' up an intermediate hill in a manner characterized by: a. heels of skis close together, tips spread wide b. move directly up fall line c. weight transfer alternates from one ski to the other d. inside edge of each ski firmly set e. poles are planted on downhill side of skis near shoulder width in an alternating fashion (right pole planted as left ski is elevated...)	
Straight Up Walk	NINTH GRADE 2.4 Given a verbal request, the student can walk straight up beginner's hill in a manner characterized by: a. use of diagonal stride (1:1.3) b. purchase front ski (flat and well set) c. soft flexible knee action d. step forward gently and then press firmly to set	

PHYSICAL EDUCATION

INDIVIDUAL SPORTS

Cross Country Skiing

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Skiing Downhill	3. To demonstrate a functional ability to ski downhill.	
Straight Run	NINTH GRADE 3.1 Given a verbal request, the student can straight run down a beginner's hill in a manner characterized by: a. skis flat and parallel at hip width b. stance nearly upright with knees and ankles flexed c. weight flat on skis equally distributed on both skis and on the heels of the feet d. hands at hip level, forward and away from body e. pole tips behind boot	
Traverse	NINTH GRADE 3.2 Given a verbal request, the student can traverse an intermediate hill in a manner characterized by: a. skis 3-6 inches apart and parallel b. ankles, knees and hips positioned into the slope c. knees, hips slightly flexed d. weight on heels of foot	
	NINTH GRADE 3.3 Given a verbal request, the student can execute a step turn in a manner characterized by: a. lift the ski on the turn side out of the track and toward the direction of the turn b. transfer weight to that ski c. bring other ski alongside d. weight back on heels e. double pole as turn is started	 Front View Back View
	NINTH GRADE 3.4 Given a verbal request, the student can stop from a straight run or traverse by executing a turn into the hill as described in 3.3.	

Physical Awareness

PHYSICAL EDUCATION

PHYSICAL AWARENESS

Orientation to Self

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Large Body Parts	1. To demonstrate knowledge of large body parts.	
On Self	THIRD GRADE 1.1 Given the names, the student can correctly indicate by pointing to or touching all of the following large body parts: head arms shoulders legs stomach back seat hips chest	
On Partner	THIRD GRADE 1.2 Given the names, the student can correctly indicate by pointing to or touching all of the following large body parts on a partner: head arms shoulders legs stomach back seat hips chest	
Small Body Parts	2. To demonstrate knowledge of small body parts.	
On Self	THIRD GRADE 2.1 Given the following names, the student can correctly indicate by pointing to or touching each of the following small body parts: eyes ears nose mouth hands fingers elbows feet toes knees heels	
On Partner	THIRD GRADE 2.2 Given the names, the student can correctly indicate by pointing to or touching all of the following small body parts on a partner: eyes ears nose mouth hands fingers elbows feet toes knees heels	
Body Surfaces	3. To demonstrate knowledge of body surfaces.	
On Self	THIRD GRADE 3.1 When asked to identify each of the following body surfaces, the student	

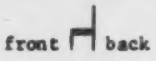
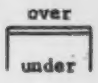
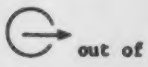
PHYSICAL AWARENESS

Orientation to Self

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	can correctly point to or touch the appropriate surface: front of your body back of your bouy side of your body	
On Partner	THIRD GRADE 3.2 Given a verbal cue, the student can correctly indicate by pointing to or touching on a partner all of the following body planes: partner's front partner's back partner's side	
Surfaces of Body Parts	4. To demonstrate knowledge of surfaces of body parts.	
On Self	THIRD GRADE 4.1 When asked to identify each of the following, the student can indicate by pointing to or touching the appropriate plane 2 out of 3 times: front of your leg back of your hand side of your arm top of your foot bottom of your foot	
On Partner	THIRD GRADE 4.2 When asked to identify each of the following, the student can correctly indicate by pointing to or touching the appropriate plane on a partner 2 out of 3 times: front of partner's leg back of partner's head side of partner's foot top of partner's foot bottom of partner's foot	
Body Postures	5. To demonstrate knowledge of body postures.	
On Self	THIRD GRADE 5.1 Given a verbal request to lie, sit, stand, or kneel, the student can correctly assume all of the named positions.	
On Partner	THIRD GRADE 5.2 When asked to identify the following basic body positions, the student can correctly point to the student demonstrating each of the following positions: sit stand lie kneel	

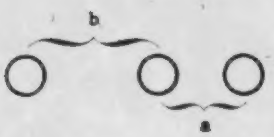
PHYSICAL AWARENESS

Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Effective Use of Space	6. To demonstrate use of space.	
Personal Space	THIRD GRADE 6.1 Given the request, "Show me your personal space," the student can move his body in such a manner that he used all of the space within reach that surrounds his body.	
General Space	THIRD GRADE 6.2 Given the request, "Show me general space," the student can move throughout the room with some locomotor pattern and/or point to or touch the confines of general space (i.e., walls, floor and ceiling).	
Positions of Space	7. To demonstrate positions of space.	
High and Low	THIRD GRADE 7.1 Given a situation in which one person is standing and one person is stooping (squatting), the student can correctly point to or name the person that is high and the person that is low, 2 out of 3 times as each is requested.	
Front & Back, Over & Under, In & Out	THIRD GRADE 7.2 Given a request to move in one of the following positions in relationship to an object, the student can respond correctly 2 out of 3 times to all of the following: in front of over in back of under out of	  
Between	THIRD GRADE 7.3 Given a request to stand between two objects or students, the student can move into the correct position, two out of three times.	
Directions of Space	8. To demonstrate knowledge of directions of space.	
Forward & Backward Sideways Up & Down	THIRD GRADE 8.1 Given the request to move in one of the following directions, the student can respond correctly in every instance. forward up backward down sideways	
Around Toward & Away Right & Left	THIRD GRADE 8.2 Given the request to move in one of the following directions, the stu-	

PHYSICAL AWARENESS

Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	dent can respond correctly to all of the following: around me toward me away from the man to your right to your left	
Distances of Space	9. To demonstrate knowledge of distances of space.	
	THIRD GRADE 9.1 Given that two objects are placed five feet and twenty feet from the learner, the student can correctly identify by pointing to or touching, 2 out of 3 times, the one that is: a. near b. far	
Nearer-Farther	THIRD GRADE 9.2 Given that three objects are placed five, ten, and twenty feet from the learner, the student can correctly identify the ones that are: a. farthest apart b. closer together	
Size of Object	10. To demonstrate knowledge of size of objects.	
Large - Small Big - Little	THIRD GRADE 10.1 Given sets of two objects of different sizes, the student can correctly point to or name the object that is largest/biggest, 3 out of 5 times.	
Lengths	THIRD GRADE 10.2 Given sets of two objects of different lengths, the student can correctly point to or name the one that is longest 3 out of 5 times.	
Shape of Objects	11. To demonstrate knowledge of shapes of objects.	
Flat Round Straight	THIRD GRADE 11.1 Given three objects of different shapes (mat, bat, batting tee), the student can correctly point to or name the object that is: a. flat b. round c. straight	
(Geometric Shapes) Square Circle Line Triangle	THIRD GRADE 11.2 Given each one of the following cues, the student can correctly indicate the following shapes by following the instruction:	

PHYSICAL AWARENESS

Orientation to the Environment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. Touch four corners of a square b. Walk around a circle c. Walk a straight line d. Touch three corners of a triangle	

PHYSICAL AWARENESS

Orientation to Body Actions

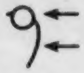
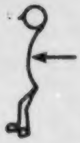
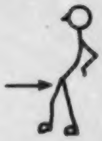
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Body Action	12. To demonstrate body action.	
Total Body: bend/stretch, side-to-side rotation	THIRD GRADE 12.1 Given a verbal request to demonstrate each of the following body actions, the student will respond with the correct movements: bending - lie in a supine position with knees bent, hands on shoulders and curl up until his head touches his knees stretching - lie in a supine position and simultaneously stretch all four limbs and the neck side-to-side movement - assume a straddle position and shift his weight from right to left in a continuous pattern with little foot movement rotation - turn in place	
Body Parts: bend/stretch, swing, twist	THIRD GRADE 12.2 Given a verbal request to do each of the following body part actions, the student will respond with the correct movement: bend - arm, leg, neck, or at hips stretch - arm or leg, keeping other body parts stationary swing - arm or leg, keeping other body parts stationary twist - arm or leg rotating it inward or outward, keeping other body parts stationary	

Posture

PHYSICAL EDUCATION

POSTURE

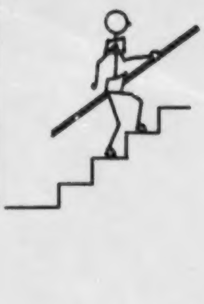
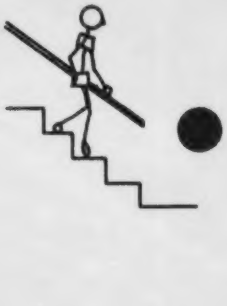
Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Standing	1. To demonstrate the ability to properly align the body segments when standing.	
Identification (lateral view)	THIRD GRADE 1.1 Given a verbal explanation and a model, picture or demonstration of good and bad alignment at each body segment from the side, the student can identify by showing, or saying the correct alignment, two out of three times, when asked by the teacher, "Which is the better way to stand?" Body Parts: a. knees b. hips c. shoulders d. head	
Lateral alignment	THIRD GRADE 1.2 Given a verbal explanation and demonstration and the situation of aligning his body segments from the lateral view against a line, the student can assume a position with no more than two deviations. Possible Deviations: a. head - forward, tipped upward b. shoulders - rotated in, back tense c. lumbar spine - increased, flat d. hips - forward e. pelvis - tilted	a.b.  c.  d. 
Identification (dorsal view)	THIRD GRADE 1.3 Given a verbal explanation, a model, picture, or demonstration of good and bad alignment at each body segment from the ventral or dorsal view, the student can choose by pointing to, showing, or saying the correct position, two out of three times, when asked by the teacher, "Which is the best way to have your (body part) when standing?" Body Parts: a. feet b. knees c. hips d. shoulders e. trunk f. head	
Dorsal alignment	THIRD GRADE 1.4 Given a verbal explanation, a demonstration and the situation of assuming a correct position from the ventral or dorsal view, the student can assume the position with no more than two deviations.	

PHYSICAL EDUCATION

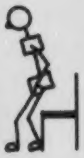
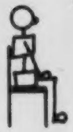
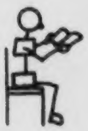
POSTURE

Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	Possible Deviations: a. head - lean (R or L) b. shoulders - high, lean, twist (R or L) c. hips - lean, twist (R or L) d. knees - rotated (in or out), knock kneed e. feet - toed in, toed out	
Walking	2. To demonstrate the ability to properly align the body segments while walking.	
Identification	THIRD GRADE 2.1 Given a verbal request, a model, picture, or demonstration of good and bad actions of different body parts during walking, the student can choose the correct action, two out of three times, when asked by the teacher, "Which is the correct way to have your (body part) when walking?" Body Parts: Correct Actions: a. head -erect, aligned over shoulders b. shoulders -easy (with blades flat) balanced c. pelvis (hips) -balanced over legs d. knees -"easy" e. feet -straight ahead f. heels -take initial weight change g. arms -swing in opposition	
Walking	THIRD GRADE 2.2 Given a verbal request to walk 20 feet with proper alignment, the student can show proper body alignment in walking.	
Walking upstairs	THIRD GRADE 2.3 Given a verbal request, the student can walk up and down at least 8 steps in a manner characterized by: Direction: Acceptable Responses: a. both -head-shoulders-hips aligned vertically -eyes focused at end of stairway -hand resting on, but not gripping rail -smooth movement b. upstairs -hips slightly flexed -toes catch initial weight -whole foot placed on stair c. downstairs -one leg bent to lower weight -toe of down leg	 

POSTURE

Static and Dynamic Alignment

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	catches initial weight	
Sitting and Rising	3. To demonstrate the ability to properly align the body segments in both sitting and rising movements.	
Raising & lowering	THIRD GRADE 3.1 Given a verbal request, the student can show proper control and alignment of his body parts in lowering and raising his body weight into and out of a chair, as indicated below: Body Part: Proper Control: a. head -aligned over shoulders b. shoulders -even and easy c. hips -slightly bent d. feet -slight forward stride e. back leg -against chair f. thighs -initiate lowering	 3.1
Sitting	THIRD GRADE 3.2 Given a verbal request, the student can show proper body alignment sitting on each of the suggested surfaces: Proper Alignment: Suggested Surface: a. head-shoulders -hips aligned soft chairs b. weight evenly distributed hard chairs c. back against chair back bleachers d. feet on floor	 3.2
Sitting at a desk	THIRD GRADE 3.3 Given a verbal request the student can display correct posture sitting at a table (desk). Acceptable Responses: a. head and trunk aligned b. hip slightly bent c. weight evenly distributed d. feet flat on floor e. body 4" to 6" from desk f. back away from back of chair g. hips resting against back of chair h. arms and hands resting comfortably	 3.3

PHYSICAL EDUCATION

POSTURE

Alignment in Work Tasks

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Carrying Objects	4. To demonstrate the ability to properly position the body while holding and carrying objects of different sizes and weights.	
Level one	THIRD GRADE 4.1 Given objects of various weights and shapes to hold, the student can show proper body position for each of the following objects: Acceptable Response: a. slight elbow bend to hold object as close to the center of gravity of the body as possible b. head-shoulders-hips aligned c. as little tilt as possible toward the object Objects: -3 lb. package 12" x 6"x 18" -long object -suitcase	
Level two	THIRD GRADE 4.2 Given a verbal request, objects of various weights and shapes to carry a distance of 30 feet, the student can maintain a proper body position for each of the following objects: Object: Acceptable Response: a. long object -under arm or in hand b. suitcase(s) 18" -by the grip (one in each hand for balance if possible) for one suitcase extend free arm sideward for counterbalance c. 10 lb. package (12"x6" x18") -carry in front of body a little to one side, support on the bottom by hand...?	
Lifting	5. To demonstrate the ability to position the body when lifting objects of various sizes and weights, from the floor or a shelf.	
Lifting from floor	THIRD GRADE 5.1 Given a verbal request, the student can position the body in lifting and lowering each of the following objects in a manner characterized by: a. Lifting and lowering objects on one side Object: Acceptable Response: -suitcase -position the body -shopping close to the object	

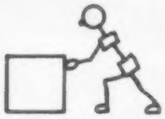
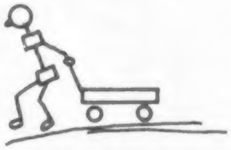
POSTURE

Alignment in Work Tasks

<table>
<tr><th>TOPIC</th><th>PERFORMANCE OBJECTIVE</th><th>EXAMPLES AND COMMENTS</th></tr>
<tr><td></td><td>
<table>
<tr><td>bag
-board
-other light</td><td>before stooping
-grip the object firmly with one hand
-lift, using the legs to push the body upward
-hold the other arm away from the body (for balance), if necessary</td></tr>
</table>
b. Lifting and lowering objects to the front
<table>
<tr><td>Object:
-box
-bag
-other heavy objects</td><td>Acceptable Response:
-face the direction one is going to move
-position the body close to the object before stooping
-stoop, placing the forward knee beside the object
-lift object to the forward knee using the arms and upper back
-holding the object in both hands with the elbows slightly bent, use the legs to push the body to an upright position</td></tr>
</table>
</td><td></td></tr>
<tr><td>Lifting with a Partner</td><td>THIRD GRADE
5.2 Given a verbal request, the student can position the body in lifting a folded tumbling mat with another person in the following manner:
a. face partner
b. forward stride position near end of mat
c. head-shoulder-hips aligned
d. weight evenly distributed
e. thighs used as primary movers
f. stoop, placing the forward knee beside the object
g. both partners grasp mat firmly underneath
h. one person lifts mat to forward knee
i. second person lifts mat to forward knee
j. together, both partners rise
k. elbows slightly bent</td><td></td></tr>
<tr><td>Lifting from shelf</td><td>THIRD GRADE
5.3 Given a verbal request, the student can remove an object from a shelf in a manner characterized by:</td><td></td></tr>
</table>

POSTURE

Alignment in Work Tasks

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. a forward stride as close to the shelf as possible with proper body alignment b. pulling the object to edge of shelf and taking initial weight on arms and shoulders c. bring object close to the body and transfer full weight to the legs d. assume proper alignment e. no attempt to turn to move in another direction until carry position is reached, then turn slowly	
Pushing and Pulling	6. To demonstrate the ability to properly position the body when pushing or pulling objects of a wide range of shapes, sizes and weights.	
Push	THIRD GRADE 6.1 Given a verbal request, the student can push a 15 lb. (2'x2' x 2') object in a manner characterized by: a. faces the object in the direction he wishes to push b. assumes a forward stride position close to the object c. inclines (leans) his body toward the object from the ankles d. places hands at object's center of gravity (weight) e. uses his legs to push strongly against the floor f. holds upper body firm and in alignment g. continues object in motion with legs pushing one after the other	 6.1
Pull	THIRD GRADE 6.2 Given a verbal request, the student can pull a wagon with a 20 lb. weight in it in a manner characterized by: a. faces away from the object in the direction he wishes to pull b. assumes a forward stride position c. grasps wagon's handle firmly in two hands behind the body at hip level d. flexes hips slightly e. keeps body low in relatively straight alignment f. pushes diagonally down and backward with legs g. maintains good body alignment throughout pull h. continues object in motion by alternating pushing with the feet	 6.2

Track and Field

167

PHYSICAL EDUCATION

TRACK & FIELD

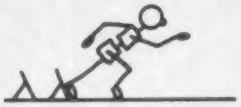
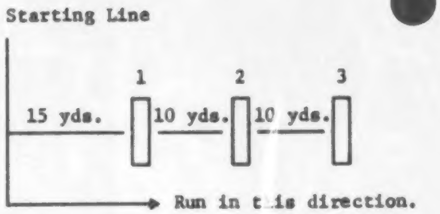
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Sprinting	1. To demonstrate functional sprinting ability.	
	SIXTH GRADE	
Starting	1.1 Given a verbal request and a set of starting blocks, the student can start a sprint race 3/4 times in a manner characterized by: At the command "take your mark": a. both feet firmly placed against starting blocks - toes touching the ground b. blocks adjusted with preferred push-off foot forward c. eyes focused on track 10-15 feet in front of starting line - shoulders relaxed d. hands behind line and approximately shoulder width apart e. weight supported by fingers and thumbs (not palm of hand) f. knee of back leg resting on the ground g. a relaxed, motionless position assumed as quickly after the command is given as is possible h. attention directed solely toward the next command of the starter At the command "set": a. knee of the back leg is raised from the ground as the buttocks are raised to a position slightly higher than the shoulders b. weight is shifted forward so that the hands now support much more weight c. constant application of even pressure by both feet against the starting blocks d. eye focused on track 10-15 feet in front of starting line (not down the track to the finish line) e. runner moves to this set position f. runner must remain motionless in this position for approximately 2 seconds g. attention is directed solely to the firing of the gun	

PHYSICAL EDUCATION

TRACK & FIELD

Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	At the "bang" of the gun: a. a vigorous force applied against both starting blocks by the feet b. a vigorous thrust forward of the back leg as first stride is begun c. a vigorous thrust forward of the arm opposite the back leg as the other arm goes backward d. eyes focused on track no more than 3-5 yards ahead e. purposeful attempt to throw center of gravity forward of base of support in an effort to get a low, driving start f. great force applied against blocks by front foot and leg g. a smooth, running motion away from the mark - as opposed to the tendency to jump away from the blocks and then start to run	c. 
Running Form	SIXTH GRADE 1.2 Given a mature running pattern and a verbal request, the student can sprint 50 yards in a manner characterized by the following modification of the mature run to sprinting: a. foot plan on the ball of the foot - attempt to keep heel from striking the ground b. a high knee lift (angle at hip approximately 90 degrees) c. a forward body lean of approximately 25 degrees to 30 degrees d. vigorous arm action in direction of run (not across body) e. eyes focused 10-15 yards down the track (not all the way to the finish line)	A  Starting Line 1 2 3 15 yds. 10 yds. 10 yds. Run in this direction.
Sprint Finish	SIXTH GRADE 1.3 Given a verbal request, the student can finish three consecutive sprints to the tape in a manner characterized by: a. continuation of a full speed run through the tape to a point at least ten yards beyond the finish line b. accentuated forward body lean and backward thrust of the arms at the moment the tape is to be broken	

TRACK & FIELD

Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Integration of Skills At Various Distances	NINTH GRADE 1.4 Given a verbal request, the student can employ proper sprinting skills over 4/6 of the variety of sprint distances listed: a. 50 yards b. 60 yards c. 100 yards d. 220 yards e. 300 yards f. 440 yards	
Distance Running	2. To demonstrate distance running ability.	
Starting	SIXTH GRADE 2.1 Given a verbal request, the student can demonstrate the semi-upright start 2/3 times in a manner characterized by: At the command "Take your marks": a. a relaxed standing position with toes of front foot just behind the starting line, other foot comfortably behind front foot b. weight on the ball of the front foot c. slightly flex both knees (no more than 45°) d. assume arm position with arm opposite front foot forward e. eyes focused at a point no farther than 10 yards in front of starting line At the "bang" of the gun: a. forceful drive of the front foot against the ground b. quickly bring rear foot forward c. vigorous thrust of rear arm forward, and forward arm back - continue to pump arms rapidly in the running motion d. forward lean of body ahead of feet for the first few strides e. vigorous, driving leg action	
Running Form	SIXTH GRADE 2.2 Given the ability to run with a mature pattern and a verbal explanation, the student can run at a 6 to 7 minute mile, run pace in a manner characterized by:	

TRACK & FIELD

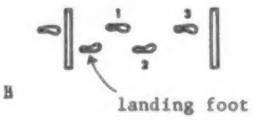
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. a foot plant which is low on the ball of the foot, drop to the heel, and then pushes off the ball of the foot (a ball-heel-ball action) in a smooth manner b. a definite knee lift (but not as high as in the shorter sprints) with the angle at the hip approximately 135° (with the exception of a finishing sprint which should call for a higher knee lift.) c. a slight forward body lean (approximately 10°) d. a natural, relaxed, rhythmical arm action (much less vigorous than in the sprints).	
Finish	SIXTH GRADE 2.3 Given a verbal explanation and a demonstration of the proper sprint finish (also the correct finish for a distance race), the student can finish a distance run of 600 yards or more in a manner characterized by: a. continuation of full-speed run through the tape to a point at least 10 yards beyond the finish line b. accentuate forward body lean and thrust arms back at the moment the tape is to be reached	
Knowledge of Pace	NINTH GRADE 2.4 Given the exposure to at least 10 weeks of appropriate training for running distances (880 yards or more), a verbal explanation of pacing and an opportunity to experience various paces, the student can run a distance (880 yards to 2 miles) so that each 440 yards is within 8 seconds of being the same.	
Integration of Skills at Various Distances	NINTH GRADE 2.5 Given a verbal request, the student can employ proper distance running skills over 3/5 of the variety of distances listed: a. 880 yards b. 1,000 yards c. 1,320 yards (3/4 mile) d. 1 mile e. 2 miles	

PHYSICAL EDUCATION

TRACK & FIELD

Track Events

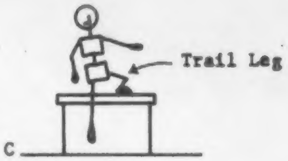
TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Hurdling	3. To demonstrate functional hurdling	Additional information may be obtained in: (1) Doherty, T.K. *Modern Track & Field* Englewood Cliffs, N.J.: Prentice-Hall, 1963, pp. 120-157 (2) Ross, W. *The Hurdler's Bible* Palo Alto, California: TAFNEW Press
Starting A Hurdling Race	SIXTH GRADE 3.1 Given an explanation, a demonstration of the correct starting form and a set of starting blocks, the student can start a hurdle race 3/4 times in a manner characterized by: a. both feet firmly placed against starting blocks - toes touching the ground b. blocks adjusted with preferred push-off foot forward c. eyes focused on track 10-15 feet in front of starting line - shoulders relaxed d. hands behind line and approximately shoulder width apart e. weight supported by fingers and thumbs (not palm of hand) f. knee of back leg resting on the ground g. a relaxed, motionless position assumed as quickly after the command is given as is possible h. attention directed solely toward the next command of the starter	
Hurdle Form	NINTH GRADE 3.2 Given a mature leaping pattern and a verbal request, the student can run over 3 hurdles (2'6" height) placed 10 yards apart (see diagram A) 2/3 times, in a manner characterized by: a. a running approach to the hurdles (as in sprinting if possible) b. a take-off point 4' - 6' in front of the first hurdle c. an attempt to "run over" the hurdle as opposed to jumping each one d. the lead leg knee is at *nearly* full extension as the hurdle is cleared e. the arm opposite the lead leg is brought forward toward the toe of the lead leg to help maintain balance f. the shoulders remain square to the direction of the run g. student should attempt to take only three (3) running strides between each hurdle (this can be modified if necessary) - (See B)	 B landing foot

172

PHYSICAL EDUCATION

TRACK & FIELD

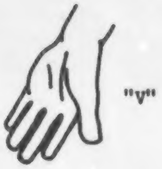
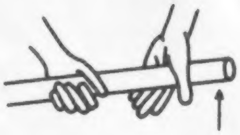
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	h. the height of the clearance over hurdle (distance between top of hurdle and buttocks) should be minimal if the student is truly "running over" the hurdle instead of jumping them (should be less than 2" clearance) i. as the runner clears the hurdle, the lead leg is brought down quickly to assume contact with the track no more than 5' beyond the hurdle j. the trailing leg is flexed to at least 90° at the knee and abduction occurs at the hip to allow the leg to be quickly and smoothly brought over the hurdle (See C) k. eyes should focus on the top of the next hurdle to be cleared as the runner proceeds l. the body is maintained on balance at each hurdle clearance, i.e., runner does not run out of his lane, or appear to be leaning backward as the lead foot contacts the ground	
Finish A Hurdling Race	NINTH GRADE 3.3 Given a verbal request, the student can finish three consecutive hurdle races to the tape in a manner characterized by: a. continuation of a full speed run through the tape to a point at least ten yards beyond the finish line b. accentuated forward body lean and backward thrust of the arms at the moment the tape is to be reached.	
Integration of Hurdling Skills To Various Hurdling Races	NINTH GRADE 3.4 Given a verbal request, the student can employ proper hurdling skills over one of the variety of hurdle races listed: a. 60 yard H.H. 3'6" High b. 70 yard H.H. 3'6" High c. 120 yard H.H. 3'6" High d. 180 yard L.H. 2'6" High e. 330 yard Int. Hurdles 3' High	

PHYSICAL EDUCATION

TRACK & FIELD

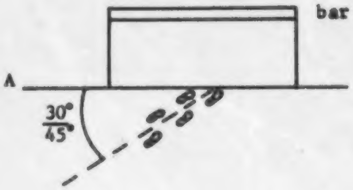
Track Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
Relay Races	4. To demonstrate functional relay running ability.	
The Baton Exchange	NINTH GRADE 4.1 Given a verbal request, the student can perform a baton exchange with two other persons (take and pass baton) as a part of 440 relay race, 2 of 3 times in a manner characterized by: a. a vigorous start by the outgoing runner when the incoming runner reaches a predetermined "trigger" point on the track (as per objective 2.1) b. left arm extended backward (as torso of body continues to face forward) with hand held steady in a "V" grip (thumb & fingers spread, finger pointing down) (See A) c. continued looking at incoming runner over left shoulder until baton is grasped (a visual exchange) d. running to outside edge of the lane e. switch the baton to the right hand as soon as it is received f. baton taken within the allowed 22 yards exchange zone __Passing Baton__ a. continued effort to run at full speed with baton is safely in hand of the outgoing runner b. with the right hand, place the baton into the left hand of the outgoing runner with an upward motion of the baton (See B) c. continued focus of eyes on the "V" formed by the outgoing runner's thumb and forefinger d. running near inside edge of lane as outgoing runner is approached e. slow down and stop while remaining in the assigned lane after the exchange is completed	A  B 
Integration of the Baton Exchange Skill Into A Relay Race	NINTH GRADE 4.2 Given a verbal request, the student can employ proper relay racing skills while running a 440 relay.	

PHYSICAL EDUCATION

TRACK & FIELD

Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
High Jump	5. To demonstrate functional high jumping ability.	
The Approach	SIXTH GRADE 5.1 Given a verbal request, the student can approach the cross-bar 3/4 times in a manner characterized by: a. a straight line run up of from 7-12 strides b. approach angle of between 30° - 40° (See A) c. speed of approach controlled - a momentum that can be converted to vertical forces d. lengthen last 3 strides in preparation for the take-off e. last step is taken with heel of the foot meeting the ground first f. lower center of gravity in a "gathering" fashion by bending knees more over the last 3 strides g. both arms are pulled back and down on the last step	
The Take-Off and Bar Clearance	NINTH GRADE 5.2 Given a verbal request, the student can perform the high jump take-off and bar clearance 3/4 times in a manner characterized by: a. a take-off from one foot only b. a vigorous kick of the lead leg (non-support leg) upward and over the bar c. a vigorous upward thrust of the arms to aid in lift d. a jump up - not out (distance covered in jump should be slight) e. a lay-out position over the bar by turning body toward bar once head and shoulders are above it f. rotate body around bar at peak of jump g. point toe of trail leg (the take-off leg) to sky as body rotates around bar to facilitate trail leg clearance	
The Landing	NINTH GRADE 5.3 Given a verbal request, the student can perform a high jump landing 3/4 times into a safe pit (foam) in a manner characterized by:	

PHYSICAL EDUCATION

TRACK & FIELD

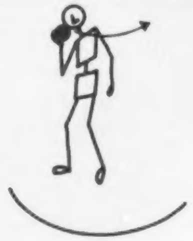
Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	a. a rolling motion "off of" the bar b. continued body rotation over the bar so that student lands on side or back c. body axis should be nearly parallel to the stationary bar as jumper hits the pit	
Integration of High Jumping Skill Into Competition	NINTH GRADE 5.4 Given a verbal request and an opportunity for appropriate practice with instruction (at least 3 class meetings), the student can perform acceptable (5.1, 5.2, 5.3) high jumping skills in a class competition situation characterized by:	
	a. the student is permitted to decide at which height he/she will begin to jump	a. Choose an opening height that all can clear
	b. once in the competition, each person must jump at each height as the bar is raised 2" at a time	
	c. three misses at any given height results in elimination from the competition	
Long Jump	6. To demonstrate functional long jumping ability.	
The Approach	SIXTH GRADE 6.1 Given a verbal request, the student can approach the long jump take-off board from a distance of at least 90', 2/3 times in a manner characterized by:	
	a. a relaxed sprint reaching full speed near the take-off board b. the approach is started from the same point each time (to serve as a referent point for step adjustment) c. the last step (take-off foot) lands on, but not over the designated take-off board d. steps should be adjusted so that the jumper "runs off-of" the take-off board, rather than stuttering steps to hit the board correctly (requires repeated run throughs)	

PHYSICAL EDUCATION

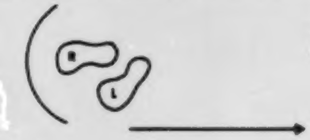
TRACK & FIELD

Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
The Take-off	SIXTH GRADE 6.2 Given a verbal explanation and a demonstration, the student can perform the long jump take-off 2/3 times in a manner characterized by: a. a heel-ball-toe placement of the take-off foot on the board b. a lifting of the eyes, head and chest accompanied with a straightening of the board angle to nearly upright c. a forceful drive up into the air of both arms to aid in conservation of momentum to vertical height d. an arching of the back to help to prevent forward rotation of the upper body.	
The Landing	SIXTH GRADE 6.3 Given a verbal explanation and a demonstration, the student can perform the long jump landing 2/3 times in a manner characterized by: a. flexion of the trunk and hips to facilitate the extension of the legs in preparation for landing b. a flexion of the knees as the feet meet the ground c. thrust of arms down and back as feet meet the ground d. transfer of weight over the feet so that the body continues to move forward e. feet placed parallel in the sand on landing	
Shot Put	7. To demonstrate functional shot putting ability.	
Grip and Stance	NINTH GRADE 7.1 Given a verbal request, the student can grip the shot and prepare to throw it, 2/3 times in a manner characterized by: a. shot held in the throwing hand so that it rests on the base of the fingers and high on the thumb (See A) b. the student faces opposite the direction in which the shot is to be thrown c. shot is rested against the side of the cheek on the throwing arm side for balance	A[1] Note: Direction given applies to a right-handed thrower.  1 Adapted from Doherty, K.

TRACK & FIELD

Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	d. weight is supported primarily by the right leg (right-hander) with the left foot placed slightly behind the right (See B) e. posture is erect - entire body facing opposite the direction the shot is to be thrown	 B
The Shift Across the Circle	NINTH GRADE 7.2 Given a verbal request, the student can execute the shift across the circle 2/3 times in a manner characterized by: a. left leg is thrown forcefully toward the front of the throwing circle b. trunk is flexed to approximately a 90° angle with the right thigh c. hips are moved across the circle in the direction of the throw d. eyes remain focused in the direction opposite the direction of the throw e. left foot is placed next to toe board at the front of the circle and in line with the heel of the right foot f. right foot is quickly drawn across the circle to a point approximately in the middle of the circle (toes point to rear of circle) g. shoulders and hips remain squarely facing the direction opposite the throwing direction	Note: A - D of the objective 7.2 occur simultaneously, not in step-wide order.
The Delivery and Release	NINTH GRADE 7.3 Given a verbal request, the student can deliver and release the shot 2/3 times in a manner characterized by: a. a driving motion by the right leg which initiates an upward motion by the body b. the left leg acts as a brace to stop momentum c. shoulders are first raised by a forceful extension of the back and then rotated so that the right shoulder comes around into the direction of the throw d. the right arm is now forcefully extended to propel shot at approximately a 45° angle e. eyes are focused up - approximately 70°	

TRACK & FIELD

Field Events

TOPIC	PERFORMANCE OBJECTIVE	EXAMPLES AND COMMENTS
	f. wrist is flexed at the last minute to add extra power to shot g. follow through is in the direction of the throw (not falling away from the throw) h. putter is able to maintain balance and avoid stepping outside of the throwing circle (a foul)	